

BHARAT'S

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Book of

FUNCTIONAL ENGLISH

SKILL BASED COURSE
[FOR ALL STREAMS STUDENTS]

[Course Code : FE1104]

BALWANT KUMAR

According to
NEW SYLLABUS & PATTERN
w.e.f.
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BHARAT PRAKASHAN (Regd.)
JALANDHAR CITY

BHARAT'S

TXT

Book of

FUNCTIONAL ENGLISH

for

B.A./B.Sc./B.Com. Students

[Course Code : FE1104]

by

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PREFACE

We feel great pleasure to present book '**FUNCTIONAL ENGLISH**' to the students. We hope that the students will welcome this book. We also feel pleasure that this book will prove useful for the students to their desire.

While making the book more useful, fair, satisfactory, abundant, efforts are made and some more concerned, important subject matter is added according to the syllabus. Now, we hope that the students will find this book more beneficial and according to their expectation.

Assistance has been taken in some chapters like data interpretation, e-mail writing *etc.*,

We hope that the readers will take interest in this book and send their valuable suggestions courteously.

—Authors

SYLLABUS

FUNCTIONAL ENGLISH

[Course Code : FE1104] [Credits : 3] ...M. Marks : 75

...CCAM.M. : 35

(Mid-Term I : 15 marks + Mid-Term II : 15 marks

+ Attendance : 5 marks)

.....ESE M.M. : 40

UNIT I. GRAMMAR AND TRANSLATION

.....12 marks

- (i) Correct Use of Articles ...2 marks
- (ii) Forms of Verb and Tenses ...2 marks
- (iii) Synonyms, Antonyms, One-word Substitution ...2 marks
- (iv) Translation from Hindi to English ...3 marks
- (v) Translation from English to Hindi ...3 marks

UNIT II. READING AND WRITING SKILLS

.....28 marks

- (A) **Precis Writing** ...4 marks
- Note Making** ...4 marks
- (B) (a) **Message Writing (around 50 words).** Writing messages in the following situations.
 For instance :
 - (i) Conveying a message received on the phone for a person who is not at home.
 - (ii) Writing a message for a friend who is not at home but with whom you wanted to discuss some important matter.
 - (iii) Leaving home in the absence of family members and conveying them on what business you have gone. ...4 marks
- (b) **Data Interpretation (around 100 words).** Data Interpretation requires analysis and comparison of given facts in the form of tables, pie charts, line graphs, line/bar graphs and drawing inferences or conclusions based on them. ...4 marks
- (c) **Bio-sketch (around 100 words).** Is a very short description of a person's life, works, achievements and special qualities of character and personality. A Bio-sketch highlights what makes that person special, the important things he/she has done and the difference he/she has made in a particular field. ...4 marks
- (d) **E-mail Writing (around 120 words).** E-mail is now a replacement for the traditional letter writing. Effective E-mail message must :
 - have a clearly stated subject line
 - place priority information in the beginning
 - be brief without being rude
 - use the right tone-formal/informal according to whom it is sent
 - have simple vocabulary, uncomplicated sentences and short paragraphs
 - use correct grammar and spelling to avoid confusion
 - be courteous

(vi)

- end with thanks/ a line saying you look forward to hearing from the recipient
- have a signature which may include position held/address/phone number

Effective E-mail must not :

- be too long
- be all in capital letters. This would be considered as 'shouting'. However, some words may be highlighted or capitalized.
- have very confidential or personal information that may fall into wrong hands and cause problems.
- be vague and have insufficient information
- be forwarded or circulated unsolicited
- carry attachments with viruses or malicious software in them ...4 marks

(e) **Newspaper Report.** A newspaper report is an authentic account of an incident or event. It is very precise and specific in detail and objective in style. It usually answers questions like what happened, where, when, how and what has been its impact or consequences. In case of an event it also includes information about participants, guests, details of items or programme and occasion.

Layout of a Newspaper Report :

(i) **Headline or Title :** Catchy and Brief

Byline : A Sub Headline/Name, rank, position etc. of the person writing the report.

Opening Paragraph : A brief mention of what happened where and how and most prominent consequence/effect along with the day, date and time when it took place. **Details :** paragraph 2 and 3 give details of events being reported. Eye witness accounts. In case of accidents, loss of life and property is listed, cause of the accident is concluded, police action and rescue operations, damage control exercise are detailed. Compensation and help announced by government are mentioned.

Conclusion : A remark as to how the event has impacted life and the people is made.

...4 marks

PATTERN OF TESTING

.....ESE M.M. : 40

UNIT I. GRAMMAR AND TRANSLATION

.....12 marks

(i) Fill in the blanks with appropriate articles.

Two sentences to be attempted out **Four** given sentences.

...2 marks

(ii) **Two** to be attempted out of given **Four** questions of MCQ type,

to identify the most appropriate synonym, antonym or one-word substitute....2 marks

(iii) Fill in the blanks with the correct tense or form of the given verb.

Two sentences to be attempted out of the given **Four** sentences.

...2 marks

(iv) Translate **Three** out of the given **Six** sentences in Hindi to English.

...3 marks

(v) Translate **Three** out of the given **Six** sentences in English to Hindi.

...3 marks

UNIT II. READING AND WRITING SKILLS

...28 marks

(A) (i) **Precis Writing**

(ii) **Note Making**

...4 marks

(B) **Message Writing (around 50 words) + Data Interpretation (around 100 words) + Bio Sketch (around 100 words) + Email Writing (around 120 words) + Newspaper Report.**

There will be internal choice. The students will attempt **one question** from each section out of the given **Two**.

...4+4+4+4+4= 20 marks

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FUNCTIONAL ENGLISH

(COURSE CODE : FE1104)

UNIT I**GRAMMAR AND TRANSLATION****1. CORRECT USE OF ARTICLES****1. ARTICLES**

Definition. 'A', 'an' and 'the' are the only three articles in English language. Basically they are adjectives because they qualify nouns. They are also called determiners because they determine and modify the meaning of the nouns before which they are used.

So Articles are—

- (a) Only three in number— (i) a (ii) an (iii) the.
- (b) They are basically adjectives.
- (c) They are used before nouns.
- (d) They modify, determine and limit the meaning of nouns.
- (e) They are also called determiners for this reason.

(a) THE INDEFINITE ARTICLE

The indefinite article and the definite article are the two kinds of articles. 'A' and 'an' are the two indefinite articles. They are called indefinite because they refer in an indefinite and general sense to the nouns before which they are used. They tell nothing definite and specific about the nouns.

Look at the following sentences—

1. I can see *a* man and *a* woman in the garden.
2. *A* saint lived in *a* distant forest.
3. I want to buy *a* car.
4. He sold *a* horse and bought *a* cow.
5. *An* egg is cheaper than *an* orange.
6. He sold *an* umbrella and bought *an* inkpot.
7. *An* elephant is bigger than *an* ass.
8. Don't treat him as *an* enemy.

(i) Use of the Indefinite Article 'A'

Rule 1. The indefinite article '*a*' is used before a noun which is countable, singular in number and general in sense ; as—

1. *A* hare and *a* tortoise ran *a* race.
2. *A* donkey is different from *a* horse.
3. *A* cat killed *a* rat.
4. He sold *a* car and bought *a* motor-cycle.
5. My father is *a* doctor, but John's father is *a* lawyer.

Rule 2. The indefinite article '*a*' cannot be used before uncountable nouns, material nouns like gold, silver, iron, brass, copper, bronze, glass, cotton, wood, steel, stone, milk, silk, paper, cloth, tea, coffee, clay, meat, mutton, pork, beef, lead, mercury, wool ; when their context is general and generic; as—

<i>Incorrect</i>	<i>Correct</i>
1. A gold is brighter than a silver.	1. Gold is brighter than silver.
2. I prefer a milk to a tea.	2. I prefer milk to tea.
3. A brass, a copper, a bronze are the names of metals.	3. Brass, copper and bronze are the names of metals.
4. He hates a beef, but takes a mutton.	4. He hates beef, but takes mutton.
5. This table is made of a wood.	5. This table is made of wood.

Rule 3. 'A' is different from 'one' in sense, meaning and use. 'A' refers to any one while 'one' refers to exactly and correctly one person, place or thing and not more than one; as—

1. I want a book. (It means 'any' book on any subject.)
2. I want one book. (It means only one book and not two.)
3. He has lost a wife (any one of the many wives he has.)
4. One wife is enough for him (It means that he won't have more wives than one. He believes in monogamy.)

The indefinite article 'a' is used before a proper noun to make it a common noun; as—

- Rule 4.**
1. We do not find a Bhagat Singh or a Raj Guru today.
 2. A Daniel has come to judgement.
 3. Only a Buddha can save the world from war.
 4. We need a Christ today to lead us from darkness to light.

(ii) Use of the Indefinite Article 'AN'

Rule 1. Like 'a', the indefinite article 'an' is used before a countable noun singular in number. The only difference is that 'a' is used before words beginning with consonant sounds, while 'an' is used before words beginning with vowel sounds. (We have twenty vowel sounds : twelve pure vowels and eight diphthongs.)

Study the following examples—

<i>Incorrect</i>	<i>Correct</i>
1. Tagore is a Indian, but Bill is a American.	1. Tagore is an Indian, but Bill is an American.
2. An horse is different from an donkey.	2. A horse is different from a donkey.
3. My father is a honest man.	3. My father is an honest man.
4. Shimla has an university.	4. Shimla has a university.
5. His father is an D.C.	5. His father is a D.C.
6. Have you never seen a elephant ?	6. Have you never seen an elephant ?
7. A S.P. is senior to an D.S.P.	7. An S.P. is senior to a D.S.P.
8. He sold a umbrella and bought a inkpot.	8. He sold an umbrella and bought an inkpot.
9. A Indian married an European wife.	9. An Indian married a European wife.
10. I am a M.A. but my brother is an B.A.	10. I am an M.A., but my brother is a B.A.

Rule 2. The indefinite articles 'a' and 'an' are not used before plural nouns like—
men, women, chairs, tables, pens, pencils, cats, dogs, horses, elephants, donkeys, snakes.

- Rule 3.** The indefinite articles 'a' and 'an' are not used before uncountable nouns like—
wheat, sand, cement, milk, tea, coffee, butter, cheese, soup, sugar, salt, smoke, dirt, water, jam, jelly, health, corn, flour, dust.
- Rule 4.** The indefinite articles 'a' and 'an' are not used before abstract nouns like—
truth, beauty, goodness, kindness, cruelty, ability, mercy, pity, love, sympathy, sorrow.
- Rule 5.** The indefinite articles 'a' and 'an' are not used before singular uncountable nouns like—
advice, information, knowledge, luggage, baggage, furniture.
- Rule 6.** The indefinite articles 'a' and 'an' are not used before material nouns like—
tea, coffee, cheese, tobacco, milk, silk, cotton, cloth, sand, stone, wood, wool, iron, steel, brass, copper, lead, mercury, gold, silver.
- Rule 7.** The indefinite articles 'a' and 'an' are not used before the names of diseases like—
cholera, malaria, typhoid, cancer, dysentery, diarrhoea, paralysis, rheumatism, tuberculosis.
- Rule 8.** The indefinite articles 'a' and 'an' are not used before the names of games like—
hockey, football, tennis, cricket, basketball, volley-ball, base ball, badminton.
- Rule 9.** The indefinite articles 'a' and 'an' are not used before the names of meals like—
breakfast, lunch, dinner, supper, bed-tea.

(b) THE DEFINITE ARTICLE 'THE'

'The' is the definite article. It refers to something definite, specific and special about the nouns before which it is used. We can fully identify or single out the noun before which 'the' is used.

- Rule 1.** The definite article 'the' is used before particular persons, places or things already introduced, known or familiar, as—

<i>Incorrect</i>	<i>Correct</i>
1. He is a man who saved my life.	1. He is the man who saved my life.
2. A boy who stood first is my brother.	2. The boy who stood first is my brother.
3. He eats food he cooks.	3. He eats the food he cooks.
4. I slapped a boy who abused me.	4. I slapped the boy who abused me.
5. This is a car which met with an accident.	5. This is the car which met with an accident.

Note : In the examples given above, the relative clauses that follow each noun make the noun specific or particular. They modify the noun as post-modifiers.

- Rule 2.** 'The' or 'a/an' before a noun or simply a plural noun (without any article) can be used when it represents the whole class. In that case the said noun has a generic reference, like—
A lion is a ferocious animal.
The lion is a ferocious animal.
Lions are ferocious animals.

<i>Incorrect</i>	<i>Correct</i>
1. Dog is a faithful animal. 2. Lion is the king of the jungle. 3. Donkey is a beast of burden.	1. A/The dog is a faithful animal. 2. A/The lion is the king of the jungle. 3. A/The donkey is a beast of burden.

Rule 3. 'The' is used before the superlative degree of adjectives ; as—

<i>Incorrect</i>	<i>Correct</i>
1. He is a best boy. 2. Dara Singh is a strongest man. 3. She is a most honest woman. 4. Lata Mangeshkar has a sweetest voice. 5. Yudhishthira was a most truthful man.	1. He is the best boy. 2. Dara Singh is the strongest man. 3. She is the most honest woman. 4. Lata Mangeshkar has the sweetest voice. 5. Yudhishthira was the most truthful man.

Rule 4. The definite article 'the' is used before nouns which are unique objects of their own type, of which there is only one, such as the sun, the moon, the earth, the sky, the east, the west, the north, the south, the world, the universe; as—

<i>Incorrect</i>	<i>Correct</i>
1. This is the way of world. 2. God has created universe. 3. Earth is round. 4. Sun rises in east. 5. Earth moves round sun. 6. Sun sets in west. 7. Moon is shining in sky. 8. The needle of the compass points to north. 9. The ship was coming from west. 10. Our Prime Minister comes from south.	1. This is the way of the world. 2. God has created the universe. 3. The earth is round. 4. The sun rises in the east. 5. The earth moves round the sun. 6. The sun sets in the west. 7. The moon is shining in the sky. 8. The needle of the compass points to the north. 9. The ship was coming from the west. 10. Our Prime Minister comes from the south.

Rule 5. 'The' is used before the names of rivers, seas, oceans, mountains, ships and descriptive names of provinces, states and countries such as the Sutlej, the Beas, the Ravi, the Ganga, the Jamuna, the Brahmaputra, the Himalayas, the Alps, the Bay of Bengal, the Arabian sea, the Pacific Ocean, the Atlantic Ocean, the U.K., the U.S.A., the G.D.R., the Meghdoot, the Ghazi.

Study the following examples—

<i>Incorrect</i>	<i>Correct</i>
1. Ganga and Jamuna are sacred rivers of India. 2. Beas and Ravi flow in Himachal Pradesh. 3. Punjab is our neighbouring state.	1. The Ganga and the Jamuna are sacred rivers of India. 2. The Beas and the Ravi flow in Himachal Pradesh. 3. (The) Punjab is our neighbouring state. ('The' is optional here)

4. He has neither been to U.K. nor to U.S.A.	4. He has been neither to the U.K. nor to the U.S.A.
5. Pacific Ocean remains calm.	5. The Pacific Ocean remains calm.
6. Sea Queen was passing through Indian Ocean.	6. The Sea Queen was passing through the Indian Ocean.
7. Titanic was lost in a storm on the sea.	7. The Titanic was lost in a storm on the sea.
8. Ganges comes from Himalayas.	8. The Ganges comes from the Himalayas.

Rule 6. The definite article 'the' is used before the names of races, nations, communities, holy books and newspapers; as—

<i>Incorrect</i>	<i>Correct</i>
1. Indians are blacker than Europeans.	1. The Indians are blacker than the Europeans.
2. English is the language of English.	2. English is the language of the English.
3. There was a time when English and French were at war.	3. There was a time when the English and the French were at war.
4. Americans are taller than Chinese and Japanese.	4. The Americans are taller than the Chinese and the Japanese.
5. Aryans are fairer than Mangolians and Dravidians.	5. The Aryans are fairer than the Mangolians and the Dravidians.
6. Tribune and Hindustan Times are well known English dailies.	6. The Tribune and the Hindustan Times are well known English dailies.
7. Hindus, Sikhs, Muslims and Christians have equal rights in India.	7. The Hindus, the Sikhs, the Muslims and the Christians have equal rights in India.
8. My mother reads Gita in the morning.	8. My mother reads the Gita in the morning.
9. Ramayana and Mahabhartar are our scared books.	9. The Ramayana and the Mahabhartar are our sacred books.
10. Bible is a sacred book of Christians.	10. The Bible is a sacred book of the Christians.

Rule 7. 'The' is used before an adjective in the singular when it stands for a person or class of people; as—

<i>Incorrect</i>	<i>Correct</i>
1. Blind are leading blind.	1. The blind are leading the blind. [The blind = blind men/people.]
2. Blind cannot see.	2. The blind cannot see.
3. Deaf cannot hear.	3. The deaf cannot hear.
4. Dumb cannot speak.	4. The dumb cannot speak.
5. Lame cannot walk.	5. The lame cannot walk.
6. Strong should be kind to weak.	6. The strong should be kind to the weak. [The strong = strong people.]
7. Rich and poor, high and low are equal in the eyes of God.	7. The rich and the poor, the high and low are equal in the eyes of God.
8. Only brave deserve fair.	8. Only the brave deserve the fair.
9. Even deaf, dumb and blind can be taught and trained.	9. Even the deaf, the dumb and the blind can be taught and trained.

Rule 8. 'The' is used before adjectives in the comparative degree as Adverbs in the comparative; as—

<i>Incorrect</i>	<i>Correct</i>
1. More, the merrier.	1. The more, the merrier.
2. More we have, more we want to have.	2. The more we have, the more we want to have.
3. Older we grow, wiser we become.	3. The older we grow, the wiser we become.
4. Higher you go, cooler it becomes.	4. The higher you go, the cooler it becomes.
5. More you gamble, more you lose.	5. The more you gamble, the more you lose.
6. Deeper the well, sweeter the water.	6. The deeper the well, the sweeter the water.
7. Richer you grow, humbler you should be.	7. The richer you grow, the humbler you should be.

Rule 9. 'The' is used before a common noun when it stands for an abstract quality; as—

<i>Incorrect</i>	<i>Correct</i>
1. Beast in man makes him cruel.	1. The beast in man makes him cruel.
2. Angel in man makes him kind and merciful.	2. The angel in man makes him kind and merciful.
3. Father in him urged him to save the life of the child.	3. The father in him urged him to save the life of the child.
4. Mother in her will melt her heart with pity.	4. The mother in her will melt her heart with pity.
5. Chacha Nehru had child in him and loved to play with children.	5. Chacha Nehru had the child in him and loved to play with children.

Rule 10. Sometimes 'The' is used before a proper noun to indicate a particular quality; as—

<i>Incorrect</i>	<i>Correct</i>
1. Delhi is London of India.	1. Delhi is the London of India.
2. Shastri was Napoleon of India.	2. Shastri was the Napoleon of India.
3. Kalidas is Shakespeare of India.	3. Kalidas is the Shakespeare of India.
4. Kashmir is Switzerland of India.	4. Kashmir is the Switzerland of India.
5. He is Shravan Kumar of modern times.	5. He is the Shravan Kumar of modern times.

Rule 11. 'The' is used before the instrument which stands for the agent as the pen which stands for the writer, the sword which stands for the soldier. Study the following examples—

<i>Incorrect</i>	<i>Correct</i>
1. Pen is mightier than sword.	1. The pen is mightier than the sword.
2. Death spares neither crown nor spade.	2. Death spares neither the crown nor the spade.
3. Be quiet or you'll wake whole house.	3. Be quiet or you'll wake the whole house.
4. Man's journey of life is from cradle to grave.	4. Man's journey of life is from the cradle to the grave.

CORRECT USE OF ARTICLES

9

Rule 12. 'The' is used before ordinals which indicate serial order, rank or position; as—

<i>Incorrect</i>	<i>Correct</i>
1. She was first to come.	1. She was the first to come.
2. He was last to go out.	2. He was the last to go out.
3. Rakesh got third position in the class.	3. Rakesh got the third position in the class.
4. You were second to leave the class.	4. You were the second to leave the class.

Rule 13. 'The' is used before material nouns when they refer to some particular or special kind; as—

<i>Incorrect</i>	<i>Correct</i>
1. Potatoes of Himachal are sent to other states.	1. The potatoes of Himachal are sent to other states.
2. Apples of Kotgarh are superior in quality.	2. The apples of Kotgarh are superior in quality.
3. Water of this spring can cure skin diseases.	3. The water of this spring can cure skin diseases.
4. Gold found in his bag was handed over to the police.	4. The gold found in his bag was handed over to the police.
5. Rice exported to Iran is of very superior quality.	5. The rice exported to Iran is of very superior quality.

Rule 14. 'The' is used before abstract nouns when they refer to some special or particular kind; as—

<i>Incorrect</i>	<i>Correct</i>
1. Beauty of the Taj is an object of wonder.	1. The beauty of the Taj is an object of wonder.
2. Unique is fragrance of the rose.	2. Unique is the fragrance of the rose.
3. Remarkable was bravery of our soldiers.	3. Remarkable was the bravery of our soldiers.
4. Honesty of the conductor won every heart.	4. The honesty of the conductor won every heart.

OMISSION OF ARTICLES

In order to understand the correct use of articles, it is very essential to understand when and where articles are to be omitted. We must know where articles must not be used.

Rule 1. No article is used before proper nouns, material nouns, abstract nouns, names of games, diseases, meals, titles with names; as—

<i>Incorrect</i>	<i>Correct</i>
1. The Mohan Lal is the son of the Sohan Lal.	1. Mohan Lal is the son of Sohan Lal.
2. The Geeta is the friend of the Reeta.	2. Geeta is the friend of Reeta.
3. The truth is evergreen.	3. Truth is evergreen.
4. The health is the wealth.	4. Health is wealth.
5. The knowledge is the power.	5. Knowledge is power.
6. The union is the strength.	6. Union is strength.
7. The beauty is short lived.	7. Beauty is short lived.
8. The steel is stronger than the iron.	8. Steel is stronger than iron.
9. The silver is inferior to the gold.	9. Silver is inferior to gold.
10. My father deals in the sugar.	10. My father deals in sugar.
11. The wheat is cheaper than the rice.	11. Wheat is cheaper than rice.
12. The speech is the silver and the silence is the gold.	12. Speech is silver and silence is gold.
13. The king Ashoka was the follower of the Lord Buddha.	13. King Ashoka was the follower of Lord Buddha.
14. The Prince Jack married the Princess Jill.	14. Prince Jack married Princess Jill.
15. He died of the cholera.	15. He died of cholera.
16. The cancer is a deadly disease.	16. Cancer is a deadly disease.
17. The rats cause the plague.	17. Rats cause plague.
18. The malaria is caused by the mosquitoes.	18. Malaria is caused by mosquitoes.
19. The cholera is caused by the flies.	19. Cholera is caused by flies.
20. We take the breakfast in the morning.	20. We take breakfast in the morning.
21. You will get the lunch at 1.30 p.m.	21. You will get lunch at 1.30 p.m.
22. The dinner is served at 8 p.m.	22. Dinner is served at 8 p.m.
23. I like the singing, but hate the dancing.	23. I like singing, but hate dancing.
24. The gardening and the swimming are popular hobbies.	24. Gardening and swimming are popular hobbies.
25. The hockey and the football are my favourite games.	25. Hockey and football are my favourite games.
26. Kapil Dev won great name and fame in the cricket.	26. Kapil Dev won great name and fame in cricket.
27. Girls were playing the badminton.	27. Girls were playing badminton.

Rule 2. No article is used before the names of languages, subjects, arts and sciences like—Hindi, Urdu, Punjabi, English, Sanskrit, French, German, Bengali, Tamil, history, geography, mathematics, arithmetic, physics, chemistry, botany, zoology, painting, poetry, music, architecture.

<i>Incorrect</i>	<i>Correct</i>
1. I can speak the Hindi, the Urdu, the Punjabi and the English.	1. I can speak Hindi, Urdu, Punjabi and English.

2. She can speak and write the Sanskrit and the Bengali.	2. She can speak and write Sanskrit and Bengali.
3. I want to study the history and the geography.	3. I want to study history and geography.
4. The mathematics, the physics and the chemistry are difficult subjects.	4. Mathematics, physics and chemistry are difficult subjects.
5. Tagore had great interest in the music, the painting and the poetry.	5. Tagore had great interest in music, painting and poetry.

Rule 3. No article is used before school, college, hospital, prison, bed, church, etc. when they are referred to for the purpose for which they are meant ; as—

<i>Incorrect</i>	<i>Correct</i>
1. Nehru was put in the prison several times.	1. Nehru was put in prison several times.
2. When do you go to the school in the morning ?	2. When do you go to school in the morning ?
3. The wounded man was taken to the hospital.	3. The wounded man was taken to hospital.
4. He left the college after a year.	4. He left college after a year.
5. They go to the church on Sunday.	5. They go to church on Sunday.
6. When do you go to the bed at night ?	6. When do you go to bed at night ?

Rule 4. But when school, college, hospital, church, prison, temple, bed etc. are referred to for other purposes, they need the article before them; as—

<i>Incorrect</i>	<i>Correct</i>
1. The police went to school in search of the of thief.	1. The police went to the school in search of the thief.
2. The minister visited prison.	2. The minister visited the prison.
3. I went to hospital to see my friend.	3. I went to the hospital to see my friend.
4. The child was hiding under bed.	4. The child was hiding under the bed.

Rule 5. No article is used before plural nouns used in the general sense ; as—

<i>Incorrect</i>	<i>Correct</i>
1. The men are stronger than the women.	1. Men are stronger than women.
2. God has created the men and the animals, the birds and the beasts.	2. God has created men and animals, birds and beasts.
3. The dogs cannot read poetry.	3. Dogs cannot read poetry.
4. The men cannot walk on their heads.	4. Men cannot walk on their heads.
5. I hate the leaders and the politicians.	5. I hate leaders and politicians.

Rule 6. No article is used before 'God' when it refers to the Almighty one; as—

<i>Incorrect</i>	<i>Correct</i>
1. The God made man in His own image.	1. God made man in his own image.
2. Man proposes, but the God disposes.	2. Man proposes, but God disposes.
3. The God made the country and man made the town.	3. God made the country and man made the town.
4. An honest man is the noblest work of the God.	4. An honest man is the noblest work of God.
5. The God helps those who help themselves.	5. God helps those who help themselves.

Rule 7. No article is used before 'man' and 'woman' when they refer to the whole class ; as—

<i>Incorrect</i>	<i>Correct</i>
1. God made the man in His own image.	1. God made man in His own image.
2. The man proposes, but God disposes.	2. Man proposes, but God disposes.
3. God made the country and the man made the town.	3. God made the country and man made the town.
4. The woman is the greatest weakness of the man.	4. Woman is the greatest weakness of man.
5. The man is a rational animal.	5. Man is a rational animal.
6. The woman is the slave of the man even today.	6. Woman is the slave of man even today.

Rule 8. No article is used before nouns in prepositional phrases like the following :

at hand, on foot, by train, by sea, by air, by name, on demand, under ground, in hand, in bed, to lose heart, to take offence, to set sail, to set foot, to catch fire, to set on fire.

<i>Incorrect</i>	<i>Correct</i>
1. Your examination is near at the hand.	1. Your examination is near at hand.
2. She goes to school on the foot.	2. She goes to school on foot.
3. I went to Delhi by the train.	3. I went to Delhi by train.
4. Will you go Chandigarh by the bus ?	4. Will you go to Chandigarh by bus ?
5. By the air you can reach there in half an hour.	5. By air you can reach there in half an hour.
6. He came here on the horseback.	6. He came here on horseback.
7. By the sea you will reach there in a month.	7. By sea you will reach there in a month.
8. He called her by the name.	8. He called her by name.
9. You can get five hundred rupees on the demand.	9. You can get five hundred rupees on demand.
10. He has gone under the ground for fear of arrest.	10. He has gone under ground for fear of arrest.
11. These days he has no work in the hand.	11. These days he has no work in hand.

12. We were in the bed when he came.	12. We were in bed when he came.
13. Do not lose the heart, if you have failed.	13. Do not lose heart, if you have failed.
14. He took his failure to the heart.	14. He took his failure to heart.
15. You may say anything, but she will not take the offence.	15. You may say anything, but she will not take offence.
16. The ship will set the sail tomorrow.	16. The ship will set sail tomorrow.
17. My grandmother is out of the bed early in the morning.	17. My grandmother is out of bed early in the morning.
18. She will not allow you to set the foot in her house.	18. She will not allow you to set foot in her house.
19. Petrol catches the fire very quickly.	19. Petrol catches fire very quickly.
20. The bus was set on the fire.	20. The bus was set on fire.

Rule 9. No article is used before a noun following 'kind of', 'type of' as—

<i>Incorrect</i>	<i>Correct</i>
1. You are a strange type of a man.	1. You are a strange type of man.
2. I do not like this type of the practical jokes.	2. I do not like this type of practical jokes.
3. Women like this kind of the food.	3. Women like this kind of food.
4. It is the finest kind of the rice.	4. It is the finest kind of rice.
5. He is a strange kind of a friend.	5. He is a strange kind of friend.
6. She is fond of this kind of the mangoes.	6. She is fond of this kind of mangoes.
7. She has written to me a strange type of a letter.	7. She has written to me a strange type of letter.
8. The camel is a strange type of an animal.	8. The camel is a strange type of animal.

REPETITION OF THE ARTICLE

Rule 1. When two or more nouns joined by 'and' refer to the same person or thing, the article is used before the first noun only; but when they refer to different persons or things, the article is repeated and used before each noun; as—

<i>Incorrect</i>	<i>Correct</i>
1. The poet and the philosopher is dead.	1. The poet and philosopher is dead.
2. A woman is a daughter, a sister, a wife and a mother.	2. A woman is a daughter, sister, wife and mother.
3. Man is an angel and a devil.	3. Man is an angel and devil.
4. Prem is a friend and a guide of mine.	4. Prem is a friend and guide of mine.
5. I bought a book and inkpot.	5. I bought a book and an inkpot.
6. He sold a goat and sheep.	6. He sold a goat and a sheep.
7. I can see a pen and pencil on the table.	7. I can see a pen and a pencil on the table.
8. A hare and tortoise ran a race.	8. A hare and a tortoise ran a race.
9. It is a temple, a school and a dispensary.	9. It is a temple, school and dispensary.
10. Tagore was a poet, a patriot and a musician.	10. Tagore was a poet, patriot and musician.

Rule 2. When two or more adjectives qualifying the same noun are connected by 'and', the article is used before the first adjective only ; but when they qualify different nouns, the article is used before each adjective; as—

<i>Incorrect</i>	<i>Correct</i>
1. A black and a white cow is grazing in the meadow.	1. A black and white cow is grazing in the meadow.
2. A blind and a dumb man was run over by a truck.	2. A blind and dumb man was run over by a truck.
3. She is wearing a blue and a yellow sari.	3. She is wearing a blue and yellow sari.
4. A pink and a green shirt will suit him very well.	4. A pink and green shirt will suit him very well.
5. A blue and a white bus is coming.	5. A blue and white bus is coming.
6. A red bus and white car are passing over the bridge.	6. A red bus and a white car are passing over the bridge.

Rule 3. When two nouns in a comparative sense refer to the same person or thing, the article is used before the first noun only ; as—

<i>Incorrect</i>	<i>Correct</i>
1. Madhu is a better dancer than a singer.	1. Madhu is a better dancer than singer.
2. Tagore is a better poet than a novelist.	2. Tagore is a better poet than novelist.
3. Kishore was a greater singer than an actor.	3. Kishore was a greater singer than actor.
4. Amitabh is a better actor than a politician.	4. Amitabh is a better actor than politician.
5. Kailash is greater as a swimmer than an athlete.	5. Kailash is greater as a swimmer than athlete.

EXERCISES

EXERCISE 1

Fill in the blanks with appropriate articles (*a, an, the*)—

1. Have you never seen elephant ?
2. horse is taller than donkey.
3. Rabindranath Tagore was Indian, but Bill Clinton is American.
4. My father is honest man.
5. The city of Shimla has university.
6. D.S.P. is junior to S.P.
7. earth moves round sun.
8. There are seven days in week.
9. He is B.A., but his wife is M.A.
10. His father is S.D.O. in Department of Tele-communication.

EXERCISE 2

Fill in the blanks with appropriate articles (*a, an, the*)—

1. hare and tortoise ran race.
2. He is husband who killed his wife.
3. I need umbrella and inkpot.
4. orange is bigger than egg.
5. girl who stood second is my sister.
6. This is car which met with accident.
7. She eats food cooked by her mother.
8. Yudhishtira was most truthful man ever born.
9. Lata has sweetest voice.
10. Ganga and Jamuna are sacred rivers of Hindus.

EXERCISE 3

Fill in the blanks with appropriate articles (*a, an, the*)—

1. moon is shining in sky.
2. sun rises in east and sets in west.
3. This is way of the world.
4. Titanic was lost in storm on the sea.
5. He has been neither to U.S.A. nor to U.K.
6. You are strange type of man.
7. camel is ship of desert.
8. By sea you will reach there in month.
9. She gave me watch and handkerchief as gift.
10. Two Maruti cars, white and red one are passing over bridge.

EXERCISE 4

Fill in the blanks with suitable articles (*a, an, the*)—

1. deaf and dumb man was killed in accident.
2. I can see pen and pencil on table.
3. camel is strange type of animal.
4. He is odd kind of friend.
5. Amitabh is tallest actor.
6. It is finest kind of rice.
7. You are strange type of man.
8. Man is rational animal.
9. Woman is greatest weakness of man.
10. God made country and man made town.

EXERCISE 5

Fill in the blanks with suitable articles (*a, an, the*)—

1. honest man is noblest work of God.
2. child was hiding under bed.
3. I went to hospital to see my friend.
4. police went to school in search of thief.
5. Everyone praised honesty of conductor.
6. Matchless is fragrance of rose.
7. gold found in his bag was handed over to police.
8. beauty of Taj Mahal is object of wonder.
9. water of this spring can cure many diseases.
10. I was first to come and last to go.

EXERCISE 6

Fill in the blanks with suitable articles (*a, an, the*)—

1. Kalidas is Shakespeare of India.
2. pen is mightier than sword.
3. Kashmir is Switzerland of India.
4. Urvashi got third position in university.
5. He is Sharvan Kumar of modern times.
6. sceptre and crown must tumble down.
7. Delhi is London of India.
8. Gone are the days of crown and throne.
9. Mohan won second position in class.
10. It is difficult to find Sita or Savitri today.

EXERCISE 7

Fill in the blanks with suitable articles (*a, an, the*)—

1. Lal Bahadur Shastri was Napoleon of India.
2. beast in man makes him cruel.
3. more you gamble, more you lose.
4. angel in man makes him kind.
5. more, merrier.
6. mother in her will melt her heart with pity.
7. more you have, more you want to have.
8. In our country, blind are leading blind.
9. English is language of English.
10. Chacha Nehru had child in him and loved to play with children.

EXERCISE 8

Fill in the blanks with suitable articles (*a, an, the*)—

1. higher you go, cooler it becomes.
2. father in him urged him to save life of child.
3. older you grow, wiser you become.
4. deaf cannot hear.
5. Bible is sacred book of Christians.
6. strong should be kind to weak.
7. Indians are blacker than Europeans.
8. Only brave deserve fair.
9. ship was coming from north.
10. Hindus, Sikhs, Muslims and Christians have equal rights in India.

EXERCISE 9

Fill in the blanks with suitable articles (*a, an, the*)—

1. strong should be kind to poor.
2. Titanic was lost in storm on sea.
3. needle of compass always points to north.
4. Ganga comes from Himalayas.
5. moon is shining in sky.
6. earth moves round sun.
7. Ganga and Jamuna meet at Allahabad.
8. Of all the actors, Dara Singh is strongest.
9. donkey is beast of burden.
10. Yudhishtira was most truthful man.

EXERCISE 10

Fill in the blanks with suitable articles (*a, an, the*)—

1. What amount !
2. He eats half dozen apples in day.
3. I take milk in morning.
4. We never saw so tall man.
5. Many man went to fair.
6. He was dressed like man about to undertake expedition.
7. He spent little money he had.
8. few atom bombs can destroy human race.
9. boy who stood first is my brother.
10. lion is king of jungle.

EXERCISE 11

Fill in the blanks with suitable articles (*a, an, the*)—

1. I slapped man who abused my father.
2. dog is faithful animal.
3. camel is ship of desert.
4. He is man who saved my life.
5. God made country and man made town.
6. Where there is will, there is way.
7. You can easily tell friend from enemy.
8. He ate fruit he plucked.
9. strong should not crush weak.
10. I read Tribune, but my father reads Hindustan Times.

EXERCISE 12

Fill in the blanks with suitable articles (*a, an, the*)—

1. She is as blind as bat.
2. I have read only first two chapters of this book.
3. I met old friend of mine in railway train.
4. June and July are hottest months in year.
5. honest man is noblest work of God.
6. Sri Lanka is island country to south of India.
7. There is silver lining even in darkest cloud.
8. city of Haridwar is situated on bank of Ganga.
9. bird in hand is better than two in bush.
10. hand that rocks cradle rules world.

EXERCISE 13

Fill in the blanks with suitable articles (*a, an, the*)—

1. Have you got one rupee-note ?
2. Proverbial is wisdom of Solomon.
3. orange is better than egg.
4. What strange creature is man!
5. They are building iron bridge across stream.
6. finest quality of rice is exported to Saudi Arabia.
7. Americans are taller than Chinese and Japanese.
8. We shall cover distance in hour.
9. deeper you dig, sweeter water you will get.
10. man is known by company he keeps.

EXERCISE 14

Fill in the blanks with suitable articles (a, an, the) —

1. This is couplet from Ramayana.
2. India is land of Vedas and Upnishads.
3. We were first to enter class.
4. tooth for tooth and eye for eye.
5. You cannot get umbrella for less than hundred rupees.
6. Only few students were present in class.
7. They welcomed few guests who came.
8. About his honesty, less said better.
9. Let me tell you incident from life of Mahatma Gandhi.
10. man of few words is man of few ideas.

EXERCISE 15

Fill in the blanks with suitable articles (a, an, the) —

1. I expect early reply to my letter.
 2. I am ordinary human being like anyone else.
 3. She had room in hotel.
 4. Marco accepted me as member of family.
 5. cousin of mine watched show for hour or two.
 6. world will recognise you as greatest artist of age.
 7. Put end to affair with a dancing girl.
 8. It seemed that she had not sympathizer in world.
 9. She was lying in corner of hall.
 10. dance-practice was last thing he expected in home like mine.
-

2. FORMS OF VERBS AND TENSES

Tenses are verb forms which show the time of action. These verb forms express action in relation to time. A particular tense indicates the time at which an action takes place. It is from the tense that we come to know whether an action was finished **in the past**, whether it is in progress **in the present**, or whether it is going to be completed **in the future**. But there is no one to one correspondence between tense and time. 'Tense' is a grammatical category whereas 'time' is a semantic category.

There are three main tenses in English :—

- (a) The Present Tense
- (b) The Past Tense
- (c) The Future Tense

Note. Modern grammar doesn't recognize 'future tense'. Future time is indicated through various devices in the present or past tense.

(a) The Present Tense. All the actions and activities which refer to the present time come under the Present Tense. This tense refers to whatever is taking place right now ; as :—

- 1. I love my country.
- 2. Boys are playing football.
- 3. She has read this book.
- 4. You have been laughing.

(b) The Past Tense. All the actions and activities which refer to the time gone by come under the Past Tense. This tense refers to all those things which took place in the past, as :—

- 1. The old man died yesterday.
- 2. It was raining on Monday last.
- 3. The patient had died before the doctor came.
- 4. He had been ailing before he died.

(c) The Future Tense. All actions and activities of this tense have reference to the time yet to come. This tense refers to all those things which are likely to take place in future ; as :—

- 1. We shall go to Delhi tomorrow.
- 2. Children will be playing in the park.
- 3. The play will have ended at 9 p.m.
- 4. They will have been telling stories.

Each of the above three tenses has four forms—

- 1. Indefinite
- 2. Continuous
- 3. Perfect
- 4. Perfect Continuous

Study the Tense Chart given below. It will bring out the various forms of the verb 'to laugh'.

TENSE CHART

<i>Tense</i>	<i>Indefinite</i>	<i>Continuous</i>	<i>Perfect</i>	<i>Perfect Continuous</i>
Present	We laugh.	We are laughing.	We have laughed.	We have been laughing.
Past	We laughed.	We were laughing.	We had laughed.	We had been laughing.
Future	We shall laugh.	We shall be laughing.	We shall have laughed.	We shall have been laughing.

- Note :** (a) Present Indefinite Tense is also called Present Simple.
 (b) Past Indefinite Tense is also called Past Simple.
 (c) Future Indefinite Tense is also called Future Simple.

(a) PRESENT TENSE**1. PRESENT INDEFINITE TENSE (PRESENT SIMPLE)**

- Form :** (i) When the subject is in the third person, singular in number, 's' or 'es' is added to the first form of the main verb. With all other persons, only the first form of the verb is used; 's' or 'es' is not added to it.
 (ii) With third person singular subject, 'does not' or 'doesn't' and in other cases 'do not' or 'don't' is used in negative sentences.
 (iii) When 'does not' or 'don't' is used no 's' or 'es' is added to the first form of the verb.
 (iv) In interrogative sentences of this tense, 'do' or 'does' is used in the beginning of the sentence.

Study the following four tables for :

- (a) Affirmative Sentences
 (b) Negative Sentences
 (c) Interrogative Sentences
 (d) Negative-cum-Interrogative Sentences

(a) Affirmative Sentences

<i>S.No.</i>	<i>Subject</i>	<i>Verb</i>	<i>The rest of the sentence</i>
1.	He/She	laughs	at the beggar.
2.	I	know	you very well.
3.	We	pray	to God for help.
4.	You	respect	your parents.
5.	They	visit	us regularly.
6.	It	looks	very lovely.
7.	Dogs	bark	at night.
8.	The moon	shines	in the sky.

(b) Negative Sentences

<i>S.No.</i>	<i>Subject</i>	<i>Does not/Do not</i>	<i>Verb</i>	<i>The rest of the sentence</i>
1.	He/She	does not (doesn't)	laugh	at the beggar.
2.	I	do not (don't)	know	you very well.
3.	We	do not	pray	to God for help.
4.	You	do not	respect	your parents.
5.	They	do not	visit	us regularly.
6.	It	does not	look	very lovely.
7.	Dogs	do not	bark	at night.
8.	The moon	does not (doesn't)	shine	in the sky.

(c) Interrogative Sentences

S.No.	Do/Does	Subject	Verb	The rest of the sentence
1.	Does	he/she	laugh	at the beggar ?
2.	Do	I	know	you very well ?
3.	Do	we	pray	to God for help ?
4.	Do	you	respect	your parents ?
5.	Do	they	visit	us regularly ?
6.	Does	it	look	very lovely ?
7.	Do	dogs	bark	at night ?
8.	Does	the moon	shine	in the sky ?

(d) Negative-cum-Interrogative Sentences

S.No.	Do/Does	Subject	not	Verb	The rest of the sentence
1.	Does	he/she	not	laugh	at the beggar ?
2.	Do	I	not	know	you very well ?
3.	Do	we	not	pray	to God for help ?
4.	Do	you	not	respect	your parents ?
5.	Do	they	not	visit	us regularly ?
6.	Does	it	not	look	very lovely ?
7.	Do	dogs	not	bark	at night ?
8.	Does	the moon	not	shine	in the sky ?

Note : In negative-cum-interrogative sentences we can also use the contracted form of negativity ; i.e., 'doesn't' or 'don't' in place of 'does not' or 'do not'. Thus sentences 1 and 2 in the above chart can be written as :

1. Doesn't he laugh at the beggar ?
2. Don't I know you very well ?

Similarly other sentences can also be rewritten as shown above.

In spoken English negative contraction is preferred. It is almost obligatory.

USES OF PRESENT INDEFINITE (PRESENT SIMPLE) TENSE

Present Indefinite (Present Simple) Tense is used :—

(a) To express a universal or eternal truth ; as :—

1. The earth moves round the sun.
2. The sun rises in the East.
3. Two and two make four.
4. Love begets love.

(b) To express a habitual action, a custom or a habit ; as :—

1. I get up early in the morning.
2. We go out for a walk everyday.
3. The Hindus cremate their dead.
4. The Muslims bury their dead.
5. We take breakfast in the morning.

(c) To make a general statement ; as :—

1. The Ganges comes from the Himalayas.
2. Boys stare at girls.
3. People speak English all over the world.
4. Cows eat grass and give milk.
5. Horses neigh and lions roar.

(d) To describe a future action which is part of a settled programme ; as :—

1. The annual examination commences on March 15.
2. The Prime Minister arrives here next week.
3. The school closes for summer vacation next month.
4. The chief guest reaches the school at 10.30 tomorrow morning.

(e) To give running commentary of events ; as :—

1. India wins the toss and gets ready to play.
2. Sachin hits the ball and gains two runs.

(f) To describe a past event in a vivid or dramatic manner ; as :—

1. The door opens and a man with a gun enters the room.
2. Alexander questions Porus. The answer given by Porus pleases him. He sets Porus free.
3. Aurangzeb kills his brothers, imprisons his father and gets the throne of India.

2. PRESENT CONTINUOUS TENSE

Form : (i) In affirmative sentences, 'is', 'are' or 'am' is used after the subject and 'ing' is added to the first form of the verb.

(ii) 'Is' is used, when the subject is third person singular.

(iii) 'Am' is used with 'I' as the subject.

(iv) 'Are' is used with all the other subjects.

(v) In negative sentences, 'not' is used after the auxiliary verb, we can also use 'isn't' in place of 'is not' and 'aren't' in place of 'are not'.

(vi) In interrogative sentences, 'is', 'are' or 'am' is used before the subject.

Study the following four tables for

(a) Affirmative Sentences

(b) Negative Sentences

(c) Interrogative Sentences

(d) Negative-cum-Interrogative Sentences

(a) Affirmative Sentences

S.No.	Subject	is/are/am	Verb+ing	The rest of the sentence
1.	The boys	are	teasing	the dog.
2.	Frogs	are	croaking	in the pond.
3.	I	am	reading	an interesting book.
4.	We	are	waiting	for the train.
5.	You	are	working	very hard.
6.	People	are	going	to the fair.
7.	He/She	is	looking	very smart.
8.	I	am	speaking	the truth.
9.	Children	are	making	a noise.
10.	The lion	is	roaring	in the forest.

(b) Negative Sentences

S.No.	Subject	is/am/are	not	Verb+ing	The rest of the sentence
1.	The boys	are	not	teasing	the dog.
2.	Frogs	are	not	croaking	in the pond.
3.	I	am	not	reading	an interesting book.
4.	We	are	not	waiting	for the train.
5.	You	are	not	working	very hard.
6.	People	are	not	going	to the fair.
7.	He/She	is	not	looking	very smart.
8.	I	am	not	speaking	the truth.
9.	Children	are	not	making	a noise.
10.	The lion	is	not	roaring	in the forest.

(c) Interrogative Sentences

S.No.	Is/Am/Are	Subject	Verb+ ing	The rest of the sentence
1.	Are	the boys	teasing	the dog ?
2.	Are	frogs	croaking	in the pond ?
3.	Am	I	reading	an interesting book ?
4.	Are	we	waiting	for the train ?
5.	Are	you	working	very hard ?
6.	Are	the people	going	to the fair ?
7.	Is	he/she	looking	very smart ?
8.	Am	I	speaking	the truth ?
9.	Are	the children	making	a noise ?
10.	Is	the lion	roaring	in the forest ?

(d) Negative-cum-Interrogative Sentences

S.No.	Is/Am/Are	Subject	not	Verb+ ing	The rest of the sentence
1.	Are	the boys	not	teasing	the dog ?
2.	Are	frogs	not	croaking	in the pond ?
3.	Am	I	not	reading	an interesting book ?
4.	Are	we	not	waiting	for the train ?
5.	Are	you	not	working	very hard ?
6.	Are	the people	not	going	to the fair ?
7.	Is	he/she	not	looking	very smart ?
8.	Am	I	not	speaking	the truth ?
9.	Are	the children	not	making	a noise ?
10.	Is	the lion	not	roaring	in the forest ?

USES OF PRESENT CONTINUOUS TENSE

Present Continuous Tense is used :—

(a) To denote an action which is taking place now and is incomplete at the time of speaking or writing ; as :—

1. She is writing a letter.
2. He is knocking at the door.
3. The peon is ringing the bell.
4. Farmers are ploughing the fields.
5. The train is running at full speed.

(b) To denote an action which is to take place in the near future as part of a settled programme ; as :—

1. The Chief Guest is arriving in an hour.
2. The school is closing for summer vacation tomorrow.
3. The Prime Minister is performing the opening ceremony next week.
4. The examination is commencing on Monday next.

3. PRESENT PERFECT TENSE

Form : (i) In this tense, some action has been completed in the present, quite recently.

(ii) Third form of the verb is used after 'has' or 'have'.

(iii) 'Has' is used with the third person singular subject.

(iv) 'Have' is used with all other subjects.

(v) In negative sentences, 'not' is used after has/have. Thus we can add the negative particle as shown below :

(1) has not or hasn't (2) have not or haven't

(vi) In interrogative sentences, 'has' or 'have' is used right in the beginning of the sentence.

Study the following four tables for

- (a) Affirmative Sentences
- (b) Negative Sentences
- (c) Interrogative Sentences
- (d) Negative-cum-Interrogative Sentences

(a) Affirmative Sentences

S.No.	Subject	has/have	Third form of the verb	The rest of the sentence
1.	The train	has	left	for Mumbai.
2.	The peon	has	rung	the bell.
3.	He/She	has	written	a book.
4.	You	have	cheated	your friends.
5.	I	have	built	a new house.
6.	We	have	called off	the strike.
7.	They	have	disposed of	their old car.
8.	Our country	has	made	great progress.
9.	My brother	has	set up	a factory.
10.	You	have	brought	disgrace to your family.

(b) Negative Sentences

S.No.	Subject	has/havenot	Third form of the verb	The rest of the sentence
1.	The train	has not/hasn't	left	for Mumbai.
2.	The peon	has not	rung	the bell.
3.	He/She	has not	written	a book.
4.	You	have not/haven't	cheated	your friends.
5.	I	have not	built	a new house.
6.	We	have not	called off	the strike.
7.	They	have not	disposed of	their old car.
8.	Our country	has not	made	great progress.
9.	My brother	has not	set up	a factory.
10.	You	have not	brought	disgrace to your family.

(c) Interrogative Sentences

S.No.	Has/Have	Subject	Third form of the verb	The rest of the sentence
1.	Has	the train	left	for Mumbai ?
2.	Has	the peon	rung	the bell ?
3.	Has	he/she	written	a book ?
4.	Have	you	cheated	your friends ?
5.	Have	I	built	a new house ?
6.	Have	we	called off	the strike ?
7.	Have	they	disposed of	their old car ?
8.	Has	our country	made	great progress ?
9.	Has	my brother	set up	a factory ?
10.	Have	you	brought	disgrace to your family ?

(d) Negative-cum-Interrogative Sentences

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S.No.	Has/Have	Subject	not	Third form of the verb	The rest of the sentence
1.	Has	the train	not	left	for Mumbai ?
2.	Has	the peon	not	rung	the bell ?
3.	Has	he/she	not	written	a book ?
4.	Have	you	not	cheated	your friends ?
5.	Have	I	not	built	a new house ?
6.	Have	we	not	called off	the strike ?
7.	Have	they	not	disposed of	their old car ?
8.	Has	our country	not	made	great progress ?
9.	Has	my brother	not	set up	a factory ?
10.	Have	you	not	brought	disgrace to your family?

Using negative contraction, the sentences in the chart above can be rewritten as—

1. Hasn't the train left for Mumbai ?
4. Haven't you cheated your friends ?

USES OF PRESENT PERFECT TENSE

Present Perfect Tense is used—

(a) To indicate an action which has just been completed ; as—

1. The sun has set.
2. We have taken our meal.
3. Workers have called off the strike.
4. They have bought a new car.
5. The old man has breathed his last.

(b) To describe a past experience; as—

1. I have seen this film several times.
2. She has married twice.
3. I have never seen a ghost.
4. They have cheated us twice.
5. I have not seen him for a long time.

(c) To describe an action the time of which is not given; as—

1. The man has died.
2. We have caught the thief.
3. I have lost my book somewhere.
4. The storm has uprooted many trees.
5. The floods have damaged the crops.

(d) To describe an action which began in the past and is still going on ; as—

1. We have lived in this house for more than five years.
2. I have known her since her childhood.
3. He has written to me quite regularly.
4. They have visited us several times.
5. You have often borrowed money from me.

4. PRESENT PERFECT CONTINUOUS TENSE

- Form :
- (i) In affirmative sentences of this tense, 'has been' or 'have been' is used after the subject and 'ing' is added to the first form of the verb.
 - (ii) In negative sentences, 'not' is used in between 'has/have' and 'been'.
 - (iii) In interrogative sentences, 'have/has' is used right in the beginning of the sentence, then comes the subject and 'been' comes after that.
 - (iv) In negative-cum-interrogative sentences, 'not' is used immediately before 'been' when there is no neg contraction : e.g. Have you not been learning French since March?

But in case of neg contraction, use the following structure :

Haven't you been learning French since March ?

(v) 'Has' is used with third person singular subjects and 'have' is used with all other subjects.

(vi) 'For' is used for period of time and 'since' is used for point of time.

Study the following four tables for :

(a) Affirmative Sentences

(b) Negative Sentences

(c) Interrogative Sentences

(d) Negative-cum-Interrogative Sentences

(a) Affirmative Sentences

S.No.	Subject	has/have been	First form of the verb + ing	The rest of the sentence
1.	The old man	has been	coughing	since yesterday.
2.	It	has been	raining	since morning.
3.	The child	has been	weeping	for two hours.
4.	We	have been	waiting	for you for many days.
5.	I	have been	reading	in this school for four years.
6.	You	have been	practising	music since last month.
7.	They	have been	working	in this factory since long.
8.	His mother	has been	washing	clothes since early morning.
9.	My friend	has been	living	in Delhi since 1999.
10.	He/She	has been	running	this shop since 1998.

(b) Negative Sentences

S.No.	Subject	has not been/ have not been or hasn't been/ haven't been	First form of the Verb + ing	The rest of the sentence
1.	The old man	has not (hasn't) been	coughing	since yesterday.
2.	It	has not (hasn't) been	raining	since morning.
3.	The child	has not been	weeping	for two hours.
4.	We	have not (haven't) been	waiting	for you for many days.
5.	I	have not been	reading	in this school for four years.
6.	You	have not been	practising	music since last month.
7.	They	have not been	working	in this factory since long.
8.	His mother	has not been	washing	clothes since early morning.
9.	My friend	has not been	living	in Delhi since 1999.
10.	He/She	has not been	running	this shop since 1998.

(c) Interrogative Sentences

S.No.	Has/Have	Subject	been	First form of the verb + ing	The rest of the sentence
1.	Has	the old man	been	coughing	since yesterday ?
2.	Has	it	been	raining	since morning ?
3.	Has	the child	been	weeping	for two hours ?
4.	Have	we	been	waiting	for you for many days?
5.	Have	I	been	reading	in this school for four years ?
6.	Have	you	been	practising	music since last month?
7.	Have	they	been	working	in this factory since long?
8.	Has	his mother	been	washing	clothes since early morning ?
9.	Has	my friend	been	living	in Delhi since 1999 ?
10.	Has	he/she	been	running	this shop since 1998 ?

(d) Negative-cum-Interrogative Sentences

S.No.	Has/ Have	Subject	not	been	First form of the verb + ing	The rest of the sentence
1.	Has	the old man	not	been	coughing	since yesterday ?
2.	Has	it	not	been	raining	since morning ?
3.	Has	the child	not	been	weeping	for two hours ?
4.	Have	we	not	been	waiting	for you for many days?
5.	Have	I	not	been	reading	in this school for four years ?
6.	Have	you	not	been	practising	music since last month?
7.	Have	they	not	been	working	in this factory since long ?
8.	Has	his mother	not	been	washing	clothes since early morning ?
9.	Has	my friend	not	been	living	in Delhi since 1999 ?
10.	Has	he/she	not	been	running	this shop since 1998 ?

Using negative contraction, the sentences in the chart above can be rewritten as :

1. Hasn't the old man been coughing since yesterday ?
7. Haven't they been working in this factory since long ?

USES OF PRESENT PERFECT CONTINUOUS TENSE

Present Perfect Continuous Tense is used :—

(a) To describe an action which began in the past and is still going on and may continue in the future ; as :—

1. It has been raining heavily for the last one week.
2. I have been teaching in this school for several years.
3. You have been wasting your time for many days.
4. She has been reading this novel since morning.
5. He has been talking for more than an hour.

(b) To stress the continuity of an action even though it has been completed ; as :—

1. They have been basking in the sun all day.
2. The old man has been coughing all through the night.
3. They have been gambling all night.
4. We have been waiting all this while.
5. He has been writing to me quite regularly.

USE OF 'FOR' AND 'SINCE'

As already stated 'for' is used for a period of time and 'since' is used for point of time. Study the following chart which shows the different contexts in which 'for' and 'since' are used —

For

(a) With hours, minutes or seconds ; as :—

- for five hours
- for five minutes
- for fifty seconds
- for half an hour

(b) With a number of days ; as :—

- for one day
- for two days
- for three days
- for five days
- for twenty days

Since

(a) With o'clock ; as :—

- since 8 o'clock
- since 5 o'clock
- since 10 o'clock

(b) With days of the week ; as :—

- since Monday
- since Tuesday
- since Wednesday
- since Thursday
- since Friday
- since Saturday
- since Sunday

(c) With a number of weeks and months ; as :—

for two weeks
for one week
for a month
for two months

(d) With a number of years ; as :—

for one year
for five years
for a year and a half

(e) For a period of time; as :—

for a long time
for the whole night
for the whole day
for ages together
for some time
for a fortnight
for two decades
for half a century

(c) With the name of a month ; as :—

since January
since February
since March
since April

(d) With the name of a particular year; as :—

since 1947
since 1960
since 1994

(e) For a point of time; as :—

since long
since last night
since morning
since evening
since yesterday
since the last century
since childhood
since he got married

(b) PAST TENSE**1. PAST INDEFINITE TENSE (PAST SIMPLE)**

- Form :** (i) With all subjects, the second form of the verb is used in the affirmative structures.
(ii) In negative sentences, the first form of the verb is used with 'did not' or 'didn't'.
(iii) In interrogative sentences, 'did' is used in the beginning and the first form of the verb is used after the subject.

Study the following four tables for :

- (a) Affirmative Sentences
(b) Negative Sentences
(c) Interrogative Sentences
(d) Negative-cum-Interrogative Sentences

(a) Affirmative Sentences

S.No.	Subject	Second form of the verb	The rest of the sentence
1.	The mad dog	bit	many people.
2.	She	beat	her husband with a stick.
3.	The thief	broke into	the house of the millionaire.
4.	Sardar Bhagat Singh	sacrificed	his life for his motherland.
5.	Many girls	participated	in the tournament.
6.	Our school team	won	the hockey match.
7.	The peon	rang	the bell.
8.	The Principal	declared	the result.
9.	I	taught	him a lesson for life.
10.	The police	caught	him-red-handed.

(b) Negative Sentences

S.No.	Subject	did not or didn't	First form of the verb	The rest of the sentence
1.	The mad dog	did not	bite	many people.
2.	She	did not	beat	her husband with a stick.
3.	The thief	did not	break into	the house of the millionaire.
4.	The selfish man	did not	sacrifice	his life for his motherland.
5.	Many girls	did not	participate	in the tournament.
6.	Our school team	did not (didn't)	win	the hockey match.
7.	The peon	did not	ring	the bell.
8.	The Principal	did not	declare	the result.
9.	I	did not	teach	him a lesson for life.
10.	The police	did not	catch	him red-handed.

Note : 'didn't' is preferred to 'did not' in spoken English. As a matter of fact, in modern English negative contractions (i.e. contracted negative forms) are more in fashion in informal contexts. Thus we can use didn't with all the examples given above. For instance, the first example can be rewritten as : The mad dog didn't bite many people.

(c) Interrogative Sentences

S.No.	Did	Subject	First form of the verb	The rest of the sentence
1.	Did	the made dog	bite	many people ?
2.	Did	she	beat	her husband with a stick?
3.	Did	the thief	break into	the house of the millionaire?
4.	Did	Sardar Bhagat Singh	sacrifice	his life for his motherland ?
5.	Did	many girls	participate	in the tournament ?
6.	Did	our school team	win	the hockey match ?
7.	Did	the peon	ring	the bell ?
8.	Did	the Principal	declare	the result ?
9.	Did	I	teach	him a lesson for life ?
10.	Did	the police	catch	him red handed ?

(d) Negative-cum-Interrogative Sentences

S.No.	Did	Subject	not	First form of the verb	The rest of the sentence
1.	Did	the mad dog	not	bite	many people?
2.	Did	she	not	beat	her husband with a stick ?
3.	Did	the thief	not	break into	the house of the millionaire ?
4.	Did	Sardar Bhagat Singh	not	sacrifice	his life for his motherland ?
5.	Did	many girls	not	participate	in the tournament ?
6.	Did	the peon	not	ring	the bell ?
7.	Did	our school team	not	win	the hockey match ?
8.	Did	the Principal	not	declare	the result ?
9.	Did	I	not	teach	him a lesson for life ?
10.	Did	the police	not	catch	him red-handed ?

Note : Like the negative forms, we can use 'didn't' instead of 'did not' in the examples above. Thus the first example can be rewritten as :

1. **Didn't** the mad dog bite many people ?

USES OF PAST INDEFINITE (PAST SIMPLE) TENSE**This tense is used****(a) To describe an action which took place in the past and was completed at a definite time; as :—**

1. He sold his old car last week.
2. She met me yesterday.
3. We played a match last month.
4. The old man died last night.
5. India won independence in 1947.

(b) To describe a custom or habitual action in the past; as :—

1. My grandmother told me a story every night.
2. I worked very hard during my school days.
3. She smiled at everybody and everything.
4. He took breakfast at ten every morning.
5. He took exercise very regularly.

Note : To describe a custom or habitual action we can also use the following structures available to us in the past :My grandmother used to tell me a story every night. *Or*

My grandmother would tell me a story every night.

(c) To describe a past action which occupied a period of time in the past and is over now; as—

1. We stayed with them for three days.
2. He attended school only for a month.
3. Once a hare and a tortoise ran a race.
4. She kept me waiting for an hour.
5. The meeting continued till late in the evening.

(d) To describe an action which took place in the past, even though the time is not mentioned; as—

1. The hunter aimed at the tiger.
2. He stole my watch.
3. She called me a fool.
4. They opened the door and entered the room.
5. He studied hard and passed.

(e) To describe an action actually going on at the same time as another. Here past indefinite is used in place of the past continuous tense; as—

1. He slept while his wife danced.
2. The driver smoked while he drove the car.
3. He worked while others slept.
4. She trembled when somebody knocked at the door.
5. He wept when others laughed.

CAUTION

Present perfect tense and past indefinite (Past simple) tense are often confused. So great care should be taken while using these two tenses. Present perfect tense refers to the *present time —now*. It should never be used, if a definite time reference in the past is given. Past indefinite (past simple) tense must be used, when an adverb of past time like yesterday, last night, last week, last month, last year, in 1947, long ago, a week ago, on Sunday last, etc. is given. Present perfect tense should be used, when an action has been completed in the recent present. Study the following examples of corrections carefully—

<i>Incorrect</i>	<i>Correct</i>
1. He has failed last year.	He failed last year.
2. The old man has died last evening.	The old man died last evening.
3. Columbus has discovered America in 1492.	Columbus discovered America in 1492.
4. Somebody has knocked at our door last night.	Somebody knocked at our door last night.
5. She did not reply to my letter yet.	She has not replied to my letter yet.

<i>Incorrect</i>		<i>Correct</i>
6.	He hasn't responded, when I called at his house.	He didn't respond, when I called at his house.
7.	We didn't hear from you for a month.	We haven't heard from you for a month.
8.	He has built a new house last year.	He built a new house last year.
9.	He has gone to Delhi last week.	He went to Delhi last week.
10.	I finished my work just now.	I have finished my work just now.

2. PAST CONTINUOUS TENSE

- Form :** (i) In this tense, 'was' is used with first person singular and third person singular subjects and 'were' is used with all other subjects.
(ii) 'ing' is added to the first form of the verb.
(iii) In negative sentences, 'not' is used after 'was'/'were' and before the verb. In informal and spoken English 'wasn't' and 'weren't' are preferred to 'was not' and 'were not'.
(iv) In interrogative sentences, 'was'/'were' is used before the subject.

Study the following four tables for :

- (a) Affirmative Sentences (b) Negative Sentences
(c) Interrogative Sentences (d) Negative-cum-Interrogative Sentences

(a) Affirmative Sentences

S.No.	Subject	was/were	First form of the verb+ing	The rest of the sentence
1.	Monkeys	were	dancing	merrily.
2.	Children	were	making	a noise.
3.	His father	was	smoking	a cigarette.
4.	My mother	was	boiling	milk.
5.	The thief	was	breaking	into the house.
6.	I	was	lighting	the fire.
7.	My brother	was	flying	a kite.
8.	The tailor	was	stitching	my clothes.
9.	We	were	waiting	for the train.
10.	The sun	was	shining	in the sky.

(b) Negative Sentences

S.No.	Subject	was/were not or wasn't/weren't		First form of the verb+ing	The rest of the sentence
1.	Monkeys	were	not	dancing	merrily.
2.	Children	were	not	making	a noise.
3.	His father	was	not	smoking	a cigarette.
4.	My mother	was	not	boiling	milk.
5.	The thief	was	not	breaking	into the house.
6.	I	was	not	lighting	the fire.
7.	My brother	was	not	flying	a kite.
8.	The tailor	was	not	stitching	my clothes.
9.	We	were	not	waiting	for the train.
10.	The sun	was	not	shining	in the sky.

Note : With negative contraction, the sentences can be written as follows :

1. Monkeys **weren't** dancing merrily.
2. His father **wasn't** smoking a cigarette

(c) Interrogative Sentences

S.No.	Was/Were	Subject	First form of the verb+ing	The rest of the sentence
1.	Were	monkeys	dancing	merrily ?
2.	Were	children	making	a noise ?
3.	Was	his father	smoking	a cigarette ?
4.	Was	my mother	boiling	milk ?
5.	Was	the thief	breaking	into the house ?
6.	Was	I	lighting	the fire?
7.	Was	my brother	flying	a kite?
8.	Was	the tailor	stitching	my clothes?
9.	Were	we	waiting	for the train?
10.	Was	the sun	shining	in the sky?

(d) Negative-cum-Interrogative Sentences

S.No.	Was/Were	Subject	not	First form of the verb+ing	The rest of the sentence
1.	Were	monkeys	not	dancing	merrily ?
2.	Were	children	not	making	a noise ?
3.	Was	his father	not	smoking	a cigarette ?
4.	Was	my mother	not	boiling	milk ?
5.	Was	the thief	not	breaking	into the house ?
6.	Was	I	not	lighting	the fire?
7.	Was	my brother	not	flying	a kite?
8.	Was	the tailor	not	stitching	my clothes?
9.	Were	we	not	waiting	for the train?
10.	Was	the sun	not	shining	in the sky?

Note : With negative contractions, we can rewrite the sentences as follows :

1. **Weren't** monkeys dancing merrily ?
3. **Wasn't** his father smoking a cigarette ?

USES OF PAST CONTINUOUS TENSE

This tense is used

(a) To express the continuity of an action which was going on in the past ; as :—

1. The peon was ringing the bell.
2. I was talking to my friend.
3. She was writing a letter.
4. Frogs were croaking in the pond.
5. Lions were roaring in the forest.

(b) To indicate the gradual development of an event or action; as :—

1. It was growing dark.
2. He was getting stronger day by day.
3. The sun was rising in the east.
4. The ship was sinking in the sea.
5. Her beauty was fading day by day.

(c) To describe the progress of an action, when another action took place; as :—

1. We were sleeping, when they came.
2. They were dozing, when the teacher entered the class.
3. We were taking breakfast, when the guests arrived.

4. It was raining, when I got up in the morning.
5. The dog was barking, when the thief broke into the house.
- (d) **To describe two actions taking place at the same time in the past; as :—**
 1. The students were laughing, when the Principal was singing.
 2. He was studying while others were playing.
 3. She was weeping while her friends were smiling.
 4. The girls were singing while the boys were dancing.
 5. While Rome was burning, Nero was fiddling.
- (e) **To express anger, irritation, annoyance or disapproval of a frequently repeated past action, when accompanied by some adverb like always, continually, constantly ; as :—**
 1. They were always talking ill of others.
 2. Unwanted guests were continually visiting our house.
 3. She was constantly complaining of headache.
 4. They were always quarrelling with their neighbours.
 5. He was continually drinking.

3. PAST PERFECT TENSE

- Form :** (i) In this tense, third form of the verb is used with 'had'.
(ii) In negative sentences, 'not' is used after 'had'. The contracted form would be **hadn't**.
(iii) In interrogative sentences, 'had' is used in the beginning of the sentence.

Study the following four tables for :

- (a) Affirmative Sentences (b) Negative Sentences
(c) Interrogative Sentences (d) Negative-cum-Interrogative Sentences

(a) Affirmative Sentences

S.No.	Subject	had	Third form of the verb	The rest of the sentence
1.	The police	had	caught	the thief.
2.	His parents	had	died	in his childhood.
3.	The gambler	had	lost	everything in gambling.
4.	Milton	had	lost	his eyesight at the age of forty five.
5.	The chief guest	had	given away	the prizes.
6.	My brother	had	gone abroad	for higher education.
7.	Winter	had	set	in.
8.	The doctor	had	operated	upon the patient.
9.	He	had	advised	me to work hard.
10.	She	had	acted	upon my advice.

(b) Negative Sentences

S.No.	Subject	had not or hadn't		Third form of the verb	The rest of the sentence
1.	The police	had	not	caught	the thief.
2.	His parents	had	not	died	in his childhood.
3.	The gambler	had	not	lost	everything in gambling.
4.	Milton	had	not	lost	his eyesight at the age of forty five.
5.	The chief guest	had	not	given away	the prizes.
6.	My brother	had	not	gone abroad	for higher education.
7.	Winter	had	not	set	in.
8.	The doctor	had	not	operated	upon the patient.
9.	He	had	not	advised	me to work hard.
10.	She	had	not	acted	upon my advice.

Note : The above sentences can also be written with the contracted negative particle as shown below :

1. The police **hadn't** caught the thief. 7. Winter **hadn't** set in.

(c) Interrogative Sentences

S.No.	Had	Subject	Third form of the verb	The rest of the sentence
1.	Had	the police	caught	the thief ?
2.	Had	his parents	died	in his childhood ?
3.	Had	the gambler	lost	everything in gambling ?
4.	Had	Milton	lost	his eyesight at the age of forty five ?
5.	Had	the chief guest	given away	the prizes ?
6.	Had	my brother	gone abroad	for higher education ?
7.	Had	winter	set	in ?
8.	Had	the doctor	operated	upon the patient ?
9.	Had	he	advised	me to work hard ?
10.	Had	she	acted	upon my advice ?

(d) Negative-cum-Interrogative Sentences

S.No.	Had	Subject	not	Third form of the verb	The rest of the sentence
1.	Had	the police	not	caught	the thief ?
2.	Had	his parents	not	died	in his childhood ?
3.	Had	the gambler	not	lost	everything in gambling ?
4.	Had	Milton	not	lost	his eyesight at the age of forty five ?
5.	Had	the chief guest	not	given away	the prizes ?
6.	Had	my brother	not	gone abroad	for higher education ?
7.	Had	winter	not	set	in ?
8.	Had	the doctor	not	operated	upon the patient ?
9.	Had	he	not	advised	me to work hard ?
10.	Had	she	not	acted	upon my advice ?

Note : Using *neg.* contraction we can rewrite the above sentences like the ones written below :

1. **Hadn't** the police caught the thief ?
8. **Hadn't** the doctor operated upon the patient ?

USES OF PAST PERFECT TENSE

This tense is used

- (a) To describe an action which had been completed before another action took place in the past ; as :—

1. India had won freedom before Mahatma Gandhi died.
2. The patient had died before the doctor came.
3. The train had left before we reached the station.
4. We had reached home when the rain started.
5. The children had gone to sleep before the father arrived.

- (b) To express a condition not fulfilled in the past; as :—

1. If you had run, you would have caught the train.
2. If you had helped me, I would have succeeded.
3. If you had worked hard, you would have passed.
4. If you had informed me, I would have come to receive you at the railway station.
5. If you had invited me, I would certainly have come.

(c) To indicate a hope, wish, desire or intention which was not fulfilled in the past; as :—

1. He had hoped to stand first, but he failed.
2. He had wished to be a minister, but he lost his security deposit in the election.
3. She had intended to be a film heroine, but she became only a hairdresser.
4. He had wanted a car, but he got only a moped.

THE SPECIAL CASE OF DOUBLE PAST

When two things happen in the past in the same sentence, it is a case of double past. In such cases, the thing which happens earlier in the past is expressed in past perfect tense and the thing which happens later in the past is expressed in past indefinite tense; as :—

1. The patient had died before the doctor came.
2. The doctor had come before the patient died.
3. The train had left before we reached the station.
4. We had reached the station before the train left.
5. We had reached home before the rain started.
6. The rain had started before we reached home.
7. The old man had died before he wrote his will.
8. The old man had written his will before he died.
9. He had sold his old scooter before he bought a new one.
10. He had bought a new scooter before he sold the old one.

Also study the following examples of correction carefully :—

<i>Incorrect</i>	<i>Correct</i>
1. The thief ran away before the police came.	The thief had run away before the police came.
2. He had completed his work before he had died.	He had completed his work before he died.
3. The patient died before the doctor came.	The patient had died before the doctor came.
4. We reached the station before the train arrived.	We had reached the station before the train arrived.
5. He had taken a bath before he had taken breakfast.	He had taken a bath before he took breakfast.
6. He wrote this poem before he died.	He had written this poem before he died.
7. We reached home before the rain had started.	We had reached home before the rain started.
8. I had seen him before he had seen me.	I had seen him before he saw me.

4. PAST PERFECT CONTINUOUS TENSE

Form : (i) In this tense, 'had been' is used and 'ing' is added to the first form of the verb.

(ii) In negative sentences, 'had not been' / 'hadn't been' is used.

(iii) In interrogative sentences, 'had' is used before the subject and 'been' is used after the subject.

(iv) 'For' is used for period of time, like two hours, three days, four weeks, five months, six years, etc.

(v) 'Since' is used for point of time like, Monday, yesterday, 7 o'clock, 2003, etc.

Study the following four tables for :

(a) Affirmative Sentences

(b) Negative Sentences

(c) Interrogative Sentences

(d) Negative-cum-Interrogative Sentences.

(a) Affirmative Sentences

S.No.	Subject	had been	First form of the verb+ing	The rest of the sentence
1.	You	had been	cheating	us.
2.	My father	had been	sending	me money for my studies.
3.	They	had been	living	in this house for many years.
4.	The leader	had been	speaking	for two hours.
5.	It	had been	raining	for many days.
6.	Geeta	had been	practising	music since 2001.
7.	This servant	had been	working	in our house since his childhood.
8.	You	had been	waiting	for the guests since morning.
9.	They	had been	paying	the rent of the house for the last six years.
10.	Farmers	had been	sowing	wheat in their fields for the last three years.

(b) Negative Sentences

S.No.	Subject	had not been or hadn't been	First form of the verb +ing	The rest of the sentence
1.	You	had not been/ (hadn't been)	cheating	us.
2.	My father	had not been	sending	me money for my studies.
3.	They	had not been	living	in this house for many years.
4.	The leader	had not been	speaking	for two hours.
5.	It	had not been	raining	for many days.
6.	Geeta	had not been	practising	music since 2001.
7.	This servant	had not been	working	in our house since his childhood.
8.	You	had not been	waiting	for the guests since morning.
9.	They	had not been	paying	the rent of the house for the last six years.
10.	Farmers	had not been	sowing	wheat in their fields for the last three years.

(c) Interrogative Sentences

S.No.	Had	Subject	been	First form of the verb+ing	The rest of the sentence
1.	Had	you	been	cheating	us ?
2.	Had	my father	been	sending	me money for my studies ?
3.	Had	they	been	living	in this house for many years ?
4.	Had	the leader	been	speaking	for two hours ?
5.	Had	it	been	raining	for many days ?
6.	Had	Geeta	been	practising	music since 2001 ?
7.	Had	this servant	been	working	in our house since his childhood ?
8.	Had	you	been	waiting	for the guests ?
9.	Had	they	been	paying	the rent of the house for the last six years ?
10.	Had	farmers	been	sowing	wheat in their fields for the last three years ?

(d) Negative-cum-Interrogative Sentences

S.No.	Had	Subject	not been	First form of the verb +ing	The rest of the sentence
1.	Had	you	not been	cheating	us ?
2.	Had	my father	not been	sending	me money for my studies?
3.	Had	they	not been	living	in this house for many years ?
4.	Had	the leader	not been	speaking	for two hours ?
5.	Had	it	not been	raining	for many days ?
6.	Had	Geeta	not been	practising	music since 2001 ?
7.	Had	this servant	not been	working	in our house since his childhood?
8.	Had	you	not been	waiting	for the guests since morning ?
9.	Had	they	not been	paying	the rent of the house for the last six years ?
10.	Had	farmers	not been	sowing	wheat in their fields for the last three years ?

Note : Using neg. contraction we can rewrite the above sentences like the ones below :

1. **Hadn't** you been cheating us ?
8. **Hadn't** you been waiting for the guests since morning ?

USES OF PAST PERFECT CONTINUOUS TENSE

This tense is used

(a) To express an action which had been going on for some time before another past action took place ; as :—

1. She had been reading a novel for a few hours when I went to see her.
2. The players had been practising long before they played the match.
3. He had been leading a luxurious life before he died last year.
4. My father had been living in Shimla for ten years before he retired in 2003.

EXERCISE FOR REVISION

Give all the four forms of each of the following sentences in the same order as shown in the example :—

Example :

He had been ailing for two years before he died.

He had not (or hadn't) been ailing for two years before he died.

Had he been ailing for two years before he died ?

Had he not (or Hadn't he) been ailing for two years before he died ?

1. Had you been living in Mumbai for four years ?
2. The child had not been crying since morning.
3. The grandmother had been feeding the sparrows before she died.
4. The old man had been coughing throughout the night.
5. He had not been working hard for the examinations.
6. His father had not been serving in this office since 1999.
7. My brother had been helping me in my studies.
8. Had all the brothers been helping and co-operating with one another?
9. You hadn't been paying your fees regularly.
10. The crops had been failing for many years for lack of rain.
11. He had not been keeping good health for the past five years.
12. Ramesh had been working as a bus conductor before he became an actor.
13. Ram had been working as a tubewell operator before he joined the film industry.
14. You had been learning before you started teaching.
15. The brothers had been quarrelling for many years before they separated.

SOLUTION

1. You had been living in Mumbai for four years.
 You had not been living in Mumbai for four years.
 Had you been living in Mumbai for four years ?
 Had you not/hadn't you been living in Mumbai for four years ?
2. The child had been crying since morning.
 The child had not/hadn't been crying since morning.
 Had the child been crying since morning ?
 Had the child not/hadn't the child been crying since morning ?
3. The grandmother had been feeding the sparrows before she died.
 The grandmother hadn't been feeding the sparrows before she died.
 Had the grandmother been feeding the sparrows before she died ?
 Had the grandmother not been feeding the sparrows before she died ?
4. The old man had been coughing throughout the night.
 The old man had not been coughing throughout the night.
 Had the old man been coughing throughout the night ?
 Had the old man not been coughing throughout the night ?
5. He had been working hard for the examination.
 He had not been working hard for the examination.
 Had he been working hard for the examination ?
 Had he not been working hard for the examination ?
6. His father had been serving in this office since 1999.
 His father had not been serving in this office since 1999.
 Had his father been serving in this office since 1999 ?
 Had his father not been serving in this office since 1999 ?
7. My brother had been helping me in my studies.
 My brother had not been helping me in my studies.
 Had my brother been helping me in my studies ?
 Hadn't my brother been helping me in my studies ?
8. All the brothers had been helping and co-operating with one another.
 All the brothers had not been helping and co-operating with one another.
 Had all the brothers been helping and co-operating with one another ?
 Had all the brothers not been helping and co-operating with one another ?
9. You had been paying your fees regularly.
 You hadn't been paying your fees regularly.
 Had you been paying your fees regularly ?
 Hadn't you been paying your fees regularly ?
10. The crops had been failing for many years for lack of rain.
 The crops hadn't been failing for many years for lack of rain.
 Had the crops been failing for many years for lack of rain ?
 Hadn't the crops been failing for many years for lack of rain ?
11. He had been keeping good health for the past five years.
 He hadn't been keeping good health for the past five years.
 Had he been keeping good health for the past five years ?
 Hadn't he been keeping good health for the past five years ?
12. Ramesh had been working as a bus conductor before he became an actor.
 Ramesh hadn't been working as a bus conductor before he became an actor.
 Had Ramesh been working as a bus conductor before he became an actor ?
 Hadn't Ramesh been working as a bus conductor before he became an actor ?

13. Ram had been working as a tubewell operator before he joined the film industry.
 Ram hadn't been working as a tubewell operator before he joined the film industry.
 Had Ram been working as a tubewell operator before he joined the film industry ?
 Hadn't Ram been working as a tubewell operator before he joined the film industry ?
14. You had been learning before you started teaching.
 You hadn't been learning before you started teaching.
 Had you been learning before you started teaching ?
 Hadn't you been learning before you started teaching ?
15. The brothers had been quarrelling for many years before they separated.
 The brother hadn't been quarrelling for many years before they separated.
 Had the brothers been quarrelling for many years before they separated ?
 Hadn't the brothers been quarrelling for many years before they separated ?

(c) FUTURE TENSE

Note : Modern grammatical analysis drops future tense, since modern grammarians believe that though we have a future time reference in our language, English doesn't have a formal future tense. Futurity is indicated through the following devices :

(i) By using the modals **shall, will, may, might, can, could, would, should** etc.

e.g. I shall
will
may
might
can
could
would
should go to Mumbai tomorrow

(ii) By using the present tense with an adverb of time indicating futurity :—

e.g. He is coming tomorrow
next month
in 2005

(iii) By using the past tense, especially in the case of cancelled or postponed programmes.

e.g. I was leaving for Chennai tomorrow.

1. FUTURE INDEFINITE TENSE (FUTURE SIMPLE TENSE)

Form : (i) In this tense, 'will' or 'shall' is used with the first form the verb.

(ii) In negative sentences, 'will not' (won't) or 'shall not' (shan't/ won't) is used before the first form of the verb.

(iii) In interrogative sentences, 'will' or 'shall' is used before the subject.

(iv) 'Shall' is ordinarily used, when first person pronouns—I and We—are the subjects and 'will' is used with all other subjects.

Study the following four tables of this tense for :

- (a) Affirmative Sentences
- (b) Negative Sentences
- (c) Interrogative Sentences
- (d) Negative-cum-Interrogative Sentences.

(a) Affirmative Sentences

S.No.	Subject	will/shall	First form of the verb	The rest of the sentence
1.	I	shall	perform	my duty.
2.	We	shall	serve	our motherland.
3.	He/She	will	succeed	in the examination.
4.	You	will	leave	India for good.
5.	They	will	turn	you out of the house.
6.	I	shall	trust	an honest man like you.
7.	She	will	stand by	you through thick and thin.
8.	Our soldiers	will	sacrifice	their lives for the country.
9.	We	shall	remember	your kindness.
10.	He	will	kill	two birds with one stone.

Note : In spoken English 'shall' and 'will' are contracted to 'll and thus 'll is attached to the pronoun preceding it; for instance, look at the following sentences :

- (i) I'll probably be home late this evening.
- (ii) We'll probably go to Scotland.
- (iii) I don't know where I'll be.
- (iv) Don't worry about the exam. I'm sure you'll pass.
- (v) When she returns, she'll find a lot of changes.

(b) Negative Sentences

S.No.	Subject	will/shall	not	First form of the verb	The rest of the sentence
1.	I	shall	not	perform	my duty.
2.	We	shall	not	serve	our motherland.
3.	He/She	will	not	succeed	in the examination.
4.	You	will	not	leave	India for good.
5.	They	will	not	turn	you out of the house.
6.	I	shall	not	trust	a liar like you.
7.	She	will	not	stand by	you through thick and thin.
8.	Our soldiers	will	not	sacrifice	their lives for the country.
9.	We	shall	not	remember	your kindness.
10.	He	will	not	kill	two birds with one stone.

Note : 'Shall not' and 'will not' are used in their contracted forms **shan't** and **won't** in spoken English.

1. I **shan't** (or **won't**) perform my duty.
4. You **won't** leave India for good.

(c) Interrogative Sentences

S.No.	will/shall	Subject	First form of the verb	The rest of the sentence
1.	Shall	I	perform	my duty ?
2.	Shall	we	serve	our motherland ?
3.	Will	he/she	succeed	in the examination ?
4.	Will	you	leave	India for good ?
5.	Will	they	turn	you out of the house ?
6.	Shall	I	trust	a liar like you ?
7.	Will	she	stand by	you through thick and thin ?
8.	Will	our soldiers	sacrifice	their lives for the country ?
9.	Shall	we	remember	your kindness ?
10.	Will	he	kill	two birds with one stone ?

(d) Negative-cum-Interrogative Sentences

S.No.	will/ shall	Subject	not	First form of the verb	The rest of the sentence
1.	Shall	I	not	perform	my duty ?
2.	Shall	we	not	serve	our motherland ?
3.	Will	he/she	not	succeed	in the examination ?
4.	Will	you	not	leave	India for good ?
5.	Will	they	not	turn	you out of the house ?
6.	Shall	I	not	trust	an honest person like you ?
7.	Will	she	not	stand by	you through thick and thin ?
8.	Will	our soldiers	not	sacrifice	their lives for the country ?
9.	Shall	we	not	remember	your kindness ?
10.	Will	he	not	kill	two birds with one stone ?

Note : With neg. contractions, the above sentences can be rewritten as shown in the examples below :

1. **Shan't** (or **won't**) we serve our motherland ?
4. **Won't** you leave India for good ?

USES OF FUTURE INDEFINITE (FUTURE SIMPLE TENSE)

This Tense is used

(a) **To express an action which will take place under normal conditions in the future; as :—**

1. It will rain tonight.
2. You will pass this year.
2. We shall stand by you through thick and thin.
3. I shall keep my promise.
5. They will pay us a visit tomorrow.

2. FUTURE CONTINUOUS TENSE

Form : (i) In this tense, with 'I' and 'We' as subjects 'shall be' is ordinarily used and with all other subjects 'will be' is used.

(ii) The first form of the verb with 'ing' added to it is used.

(iii) In negative sentences 'will not be' (won't be) or 'shall not be' (shan't be) is used.

(iv) In interrogative sentences 'Will' or 'Shall' is used before the subject.

Study the following four tables carefully for :

- (a) Affirmative Sentences
- (b) Negative Sentences
- (c) Interrogative Sentences
- (d) Negative-cum-Interrogative Sentences

(a) Affirmative Sentences

S.No.	Subject	will be/ shall be	First form of the verb +ing	The rest of the sentence
1.	The sun	will be	rising	in the east.
2.	The princess	will be	sleeping	on a soft silken bed.
3.	People	will be	raising	slogans against the leader.
4.	The stars	will be	shining	in the sky.
5.	They	will be	cursing	their fate.
6.	Waves	will be	rising	in the sea.
7.	I	shall be	listening	to the lecture.
8.	We	shall be	waiting	for you.
9.	You	will be	making	a noise ?
10.	Fools	will be	building	castles in the air.

(b) Negative Sentences

S.No.	Subject	will not be/ shall not be or won't be/ shan't be	First form of the verb +ing	The rest of the sentence
1.	The sun	will not be (won't be)	rising	in the east.
2.	The princess	will not be	sleeping	on a soft silken bed.
3.	People	will not be	raising	slogans against the leader.
4.	The stars	will not be	shining	in the sky.
5.	They	will not be	cursing	their fate.
6.	Waves	will not be	rising	in the sea.
7.	I	shall not be (shan't be or won't be)	listening	to the lecture.
8.	We	shall not be	waiting	for you.
9.	You	will not be	making	a noise.
10.	Fools	will not be	building	castles in the air.

(c) Interrogative Sentences

S.No.	will/ shall	Subject	be	First form of the verb +ing	The rest of the sentence
1.	Will	the sun	be	rising	in the east ?
2.	Will	the princess	be	sleeping	on a soft silken bed?
3.	Will	people	be	raising	slogans against the leader?
4.	Will	the stars	be	shining	in the sky ?
5.	Will	they	be	cursing	their fate ?
6.	Will	waves	be	rising	in the sea ?
7.	Shall	I	be	listening	to the lecture ?
8.	Shall	we	be	waiting	for you ?
9.	Will	you	be	making	a noise ?
10.	Will	fools	be	building	castles in the air ?

(d) Negative-cum-Interrogative Sentences

S.No.	will/ shall	Subject	not be	First form of the verb +ing	The rest of the sentence
1.	Will	the sun	not be	rising	in the east ?
2.	Will	the princess	not be	sleeping	on a soft silken bed?
3.	Will	people	not be	raising	slogans against the leader?
4.	Will	the stars	not be	shining	in the sky ?
5.	Will	they	not be	cursing	their fate ?
6.	Will	waves	not be	rising	in the sea ?
7.	Shall	I	not be	listening	to the lecture ?
8.	Shall	we	not be	waiting	for you ?
9.	Will	you	not be	making	a noise ?
10.	Will	fools	not be	building	castles in the air ?

Note : Using neg. contraction, we can rewrite the above sentences like the examples below :

5. **Won't** they be cursing their fate ?

8. **Shan't/Won't** we be waiting for you ?

USES OF FUTURE CONTINUOUS TENSE

This tense is used

- (a) To express an action which will be going on at some time in the future; as :—
1. We shall be playing in the park at this time tomorrow.
 2. They will be taking the examination at 8 a.m. tomorrow.
 3. You will be delivering a lecture on next Monday.
 4. She will be sleeping when you reach there.
- (b) To indicate an action or event which is expected to take place in the future under normal circumstances; as :—
1. The guests will be reaching here in an hour.
 2. The plane will be landing at the air-port at the right time.
 3. They will soon be celebrating the marriage of their son.
 4. The old year will soon be bidding us a farewell.

3. FUTURE PERFECT TENSE

- Form :**
- (i) Third form of the verb follows 'will have' or 'shall have'.
 - (ii) In negative sentences, 'will not have' (won't have) or 'shall not have' (shan't have) is used with the third form of the verb.
 - (iii) In interrogative sentences, 'will' or 'shall' is used before the subject and 'have' is used after the subject.

Study the following four tables for :

- (a) Affirmative Sentences (b) Negative Sentences
(c) Interrogative Sentences (d) Negative-cum-Interrogative Sentences

(a) Affirmative Sentences

S.No.	Subject	will have/ shall have	Third form of the verb	The rest of the sentence
1.	The train	will have	left.	
2.	We	shall/will have	won	the match.
3.	He	will have	sold	the old car.
4.	The children	will have	eaten	all the biscuits.
5.	They	will have	put out	the fire.
6.	The gambler	will have	lost	everything in gambling.
7.	They	will have	earned	a thousand rupees.
8.	I	shall/will have	seen	them off.
9.	We	shall have	saved	a lot of money.
10.	They	will have	distributed	sweets among the children.

(b) Negative Sentences

S.No.	Subject	will not have/shall not have or won't have/shan't have	Third form of the verb	The rest of the sentence
1.	The train	will not (won't) have	left.	
2.	We	shall not have	won	the match.
3.	He	will not have	sold	the old car.
4.	The children	will not (won't) have	eaten	all the biscuits.
5.	They	will not have	put out	the fire.
6.	The gambler	will not have	lost	everything in gambling.
7.	They	will not have	earned	a thousand rupees.
8.	I	shall not (shan't) have	seen	them off.
9.	We	shall not have	saved	a lot of money.
10.	They	will not have	distributed	sweets among the children.

(c) Interrogative Sentences

S.No.	Will/Shall	Subject	have	Third form of the verb	The rest of the sentence
1.	Will	the train	have	left ?	the match ?
2.	Shall/will	we	have	won	the old car ?
3.	Will	he	have	sold	all the biscuits ?
4.	Will	the children	have	eaten	the fire ?
5.	Will	they	have	put out	everything in gambling ?
6.	Will	the gambler	have	lost	a thousand rupees ?
7.	Will	they	have	earned	them off ?
8.	Shall/will	I	have	seen	a lot of money ?
9.	Shall/will	we	have	saved	sweets among the children ?
10.	Will	they	have	distributed	

(d) Negative- cum-Interrogative Sentences

S.No.	Will/Shall	Subject	not have	Third form of the verb	The rest of the sentence
1.	Will	the train	not have	left ?	the match ?
2.	Shall	we	not have	won	the car ?
3.	Will	he	not have	sold	all the biscuits ?
4.	Will	the children	not have	eaten	the fire ?
5.	Will	they	not have	put out	everything in gambling?
6.	Will	the gambler	not have	lost	a thousand rupees ?
7.	Will	they	not have	earned	them off ?
8.	Shall	I	not have	seen	a lot of money ?
9.	Shall	we	not have	saved	sweets among the children ?
10.	Will	they	not have	distributed	

Note : Using neg. contraction, the above sentences can be rewritten like the ones below :

1. Won't the train have left ?
9. Shan't (or Won't) we have saved a lot of money ?

USES OF FUTURE PERFECT TENSE

This tense is used

(a) To denote the completion of some action at some point of time in the future; as:—

1. He will have passed this examination in three months.
2. They will have reached home by this time tomorrow.
3. They will have crossed the river before sunset.
4. I shall have settled the matter by the end of next week.
5. My brother will have arrived here by the end of next month.

4. FUTURE PERFECT CONTINUOUS TENSE

- Form : (i) In this tense, 'will have been' or 'shall have been' is used after the subject, according to the need of the subject.
- (ii) 'Ing' is added to the first form of the verb.
- (iii) In negative sentences, 'will not (or won't) have been' or 'shall not (or shan't) have been' is used.
- (iv) In interrogative sentences, 'will or 'shall' is used before the subject.
- (v) For a point of time, 'since' is used; and for a period of time 'for' is used.

Study the following four tables for :

- (a) Affirmative Sentences.
- (c) Interrogative Sentences.

- (b) Negative Sentences.
- (d) Negative-cum-Interrogative Sentences.

(a) Affirmative Sentences

S.No.	Subject	will have been/ shall have been	First form of verb+ing	The rest of the sentence
1.	Asha	will have been	living	here for many years.
2.	The princess	will have been	sleeping	since morning.
3.	Children	will have been	making	a noise for two hours.
4.	Women	will have been	quarrelling	since noon.
5.	She	will have been	practising	music since her childhood.
6.	The lazy boy	will have been	shirking	work.
7.	The gardener	will have been	plucking	flowers for two hours.
8.	Geeta	will have been	living	on milk for many days.
9.	I	shall have been	working	in this school for two years.
10.	We	shall have been	reading	for many hours.

(b) Negative Sentences

S.No.	Subject	will not have been/ shall not have been	First form of the verb +ing	The rest of the sentence
1.	Asha	will not have been	living	here for many years.
2.	The princess	will not have been	sleeping	since morning.
3.	Children	will not have been	making	a noise for two hours.
4.	Women	will not have been	quarrelling	since noon.
5.	She	will not have been	practising	music since her childhood.
6.	The lazy boy	will not have been	shirking	work.
7.	The gardener	will not have been	plucking	flowers for two hours.
8.	Geeta	will not have been	living	on milk for many days.
9.	I	shall not have been	working	in this school for two years.
10.	We	shall not have been	reading	for many hours.

Note : Using negative contraction, the above sentences can be rewritten like the ones below :—

2. The princess **won't** have been sleeping since morning.
10. We **shan't** (or **won't**) have been reading for many hours.

(c) Interrogative Sentences

S.No.	Shall/ Will	Subject	have been	First form of the verb +ing	The rest of the sentence
1.	Will	Asha	have been	living	here for many years ?
2.	Will	the princess	have been	sleeping	since morning ?
3.	Will	children	have been	making	a noise for two hours ?
4.	Will	the women	have been	quarrelling	since noon ?
5.	Will	she	have been	practising music	since her childhood ?
6.	Will	the lazy boy	have been	shirking	work ?
7.	Will	the gardener	have been	plucking	flowers for two hours ?
8.	Will	Geeta	have been	living	on milk for many days ?
9.	Shall	I	have been	working	in this school for two years ?
10.	Shall	we	have been	reading	for many hours ?

(d) Negative-cum-Interrogative Sentences

S.No.	Shall/Will Will	Subject	not have been	First form of the verb +ing	The rest of the sentence
1.	Will	Asha	not have been	living	here for many years ?
2.	Will	the princess	not have been	sleeping	since morning ?
3.	Will	children	not have been	making	a noise for two hours ?
4.	Will	the women	not have been	quarrelling	since noon ?
5.	Will	she	not have been	practising	music since her childhood?
6.	Will	the lazy boy	not have been	shirking	work ?
7.	Will	the gardener	not have been	plucking	flowers for two hours ?
8.	Will	Geeta	not have been	living	on milk for many days ?
9.	Shall	I	not have been	working	in this school for two years?
10.	Shall	we	not have been	reading	for many hours ?

Note : Using neg. contraction the above sentences can be rewritten like the ones below :—

1. Won't Asha have been living here for many years ?
9. Shan't (or Won't) I have been working in this school for two years ?

USES OF FUTURE PERFECT CONTINUOUS TENSE

This tense is used

(a) To indicate an action which will have been going on at some point in the future for some period of time; as :—

1. The teacher will have been teaching for an hour before you enter the class.
2. She will have been writing letters to her friends and relatives since morning.
3. His parents will have been supporting him since his birth.
4. He will have been sitting there since morning.
5. You will have been cheating others for years.

Note : This tense is very rarely used these days. It is not so common as the other tenses are.

EXERCISESEXERCISE 1

Complete the following sentences by filling in the blanks with one of the given verbs in the appropriate form :—

boil, believe, miss, pretend, compose, arrive, learn, break

1. Mozart more than 600 pieces of music.
2. Hari to be reading the newspaper.
3. Hurry up! I don't want to risk the train.
4. George says that he's 80 years old, but nobody him.
5. Has she her leg ?
6. The water could you turn it off ?
7. John was waiting for me when I
8. Jai has been English for two years.

EXERCISE 2

Complete the following sentences by filling in the blanks with one of the given verbs in the appropriate form :—

miss, decide, rain, reap, catch, bring, write, complain.

1. She a letter to her father asking for money.
2. He was late, so he the train.

FORMS OF VERBS AND TENSES

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3. The Principal called him because she against him.
4. The rats to tie a bell round the neck of the cat.
5. It since morning.
6. Had you run, you the train.
7. They home the dead warrior.
8. The farmer the crop and took it home.

EXERCISE 3

Complete the following sentences by filling in the blanks with one of the given verbs in the appropriate form :—

die, weep, sleep, consider, carry, become, bite, rain

1. They never who die for a noble cause.
2. Thundering clouds seldom
3. They the wounded man to hospital.
4. Barking dogs seldom
5. She and sighed throughout the night.
6. The British us dumb driven cattle.
7. He when I entered the room.
8. Lal Bahadur Shastri the Prime Minister of India.

EXERCISE 4

Complete the following sentences by filling in the blanks with one of the given verbs in the appropriate form :—

quarrel, help, catch, speak, dread, end, win, glitter.

1. All is well that well.
2. All that is not gold.
3. A bad workman with his tools.
4. God those who help themselves.
5. A drowning man at a straw.
6. Think before you
7. A burnt child the fire.
8. Slow and steady the race.

EXERCISE 5

Complete the following sentences by filling in the blanks with one of the given verbs in the appropriate form :—

leap, leave, fall, decorate, invite, finish, strive, tease

1. I the book before my next birthday.
2. He had done his work before he
3. He down from the roof and broke his leg.
4. They the school to receive the chief guest.
5. The dog bit the boy because he it.
6. I shall not go to the party unless she me.
7. He so hard that success kissed his feet.
8. Look before you

EXERCISE 6

Complete the following sentences by filling in the blanks with one of the given verbs in the appropriate form :—

eat, knock, hear, lie, lay, teach, buy, expect.

1. Who at the door ?
2. The hen an egg today.
3. He on the bed to rest for a while.
4. I never that he would fail.
5. He sold his scooter and a new car.

6. We were surprised to see that he two dozen eggs.
7. He is so deaf that he cannot the sound of the horn.
8. The teacher a new lesson yesterday.

EXERCISE 7

Complete the following sentences by filling in the blanks with one of the given verbs in the appropriate form :—

discover, choose, receive, obey, wear, forget, pay, kneel

1. He my letter before my visit.
2. She a new sari at the party.
3. Columbus America.
4. The servant before the master.
5. He to wear his coat and shoes.
6. He asked me if I the rent.
7. Those who their parents get their blessings.
8. They him the captain of the team.

EXERCISE 8

Complete the following sentences by filling in the blanks with one of the given verbs in the appropriate form :—

save, know, cut, need, cure, make, attract, shine

1. Prosperity friends.
2. Make hay while the sun
3. your coat according to your cloth.
4. She wanted to know if I her help.
5. A stitch in time nine.
6. A man is by the company he keeps.
7. We must endure what we cannot
8. Empty vessels much noise.

EXERCISE 9

Complete the following sentences by filling in the blanks with one of the given verbs in the appropriate form :—

wait, bury, acquaint, crow, catch, dig, hide, keep

1. Every cock best on its own dunghill.
2. Poverty a man with strange bed fellows.
3. You needn't a cow, if you can get fresh milk.
4. Time and tide for no man.
5. We him red-handed while stealing.
6. They the grave for the dead man.
7. Let the dead past its dead.
8. She her face behind her hands.

EXERCISE 10

Complete the following sentences by filling in the blanks with one of the given verbs in the appropriate form :—

draw, freeze, lead, forgive, feed, find, dwell, blow.

1. The guard the whistle and the train started.
2. He a line on the blackboard.
3. It was believed that ghosts in that deserted house.
4. Luckily he the purse under the seat.
5. After the death of the mother they the baby on bottled milk.
6. Mahatma Gandhi the country to freedom.
7. The horrible sight our blood.
8. I want to know whether you me.

VERB FORMS

Verb. The Verb shows the doing of some action.

Verbs are of two types— (a) Transitive Verbs. (b) Intransitive Verbs.

(a) **Transitive Verbs.** Verbs which take a direct object are Transitive Verbs. Their action produces a direct effect on the object.

Study the following sentences carefully—

1. She *wrote* a letter.
2. He *makes* chairs and tables.
3. You *washed* my clothes.
4. The boy *broke* my watch.
5. They *decorated* the house.

In these sentences, 'wrote', 'makes', 'washed', 'broke' and 'decorated' are Transitive Verbs. They directly affect the objects. 'Wrote' affects a letter. 'Makes' affects chairs and tables. 'Washed' affects my clothes, 'broke' affects my watch and 'decorated' affects the house. So all these Verbs are Transitive because they affect the objects.

(b) **Intransitive Verbs.** Intransitive Verbs take and need no direct object. The action of an Intransitive Verb produces no direct effect on the object.

Study the following sentences carefully—

1. Ram is *going* to school.
2. The baby is *sleeping*.
3. She *weeps* and *cries* day and night.
4. The sun *rises* in the east.
5. The patient had *died* before the doctor came.

In these sentences, 'going', 'sleeping', 'weeps', 'cries', 'rises', 'died' and 'came' are Intransitive Verbs. They produce no direct effect on any object.

FORMS OF VERBS

Present	Past	Past Participle	Present Participle
Act	Acted	Acted	Acting
Add	Added	Added	Adding
Aim	Aimed	Aimed	Aiming
Allow	Allowed	Allowed	Allowing
Answer	Answered	Answered	Answering
Arrive	Arrived	Arrived	Arriving
Arrange	Arranged	Arranged	Arranging
Ask	Asked	Asked	Asking
Be/Is/Am	Was	Been	Being
Are	Were	Been	Being
Beat	Beat	Beaten	Beating
Become	Became	Become	Becoming
Begin	Began	Begun	Beginning
Believe	Believed	Believed	Believing
Bite	Bite	Bitten	Biting
Blow	Blew	Blown	Blowing
Break	Broke	Broken	Breaking
Bring	Brought	Brought	Bringing
Burn	Burnt	Burnt	Burning

Present	Past	Past Participle	Present Participle
Buy	Bought	Bought	Buying
Call	Called	Called	Calling
Care	Cared	Cared	Caring
Carry	Carried	Carried	Carrying
Catch	Caught	Caught	Catching
Change	Changed	Changed	Changing
Choose	Choose	Chosen	Choosing
Clean	Cleaned	Cleaned	Cleaning
Climb	Climbed	Climbed	Climbing
Come	Came	Come	Coming
Cook	Cooked	Cooked	Cooking
Count	Counted	Counted	Counting
Cry	Cried	Cried	Crying
Cut	Cut	Cut	Cutting
Decide	Decided	Decided	Deciding
Depend	Depended	Depended	Depending
Destroy	Destroyed	Destroyed	Destroying
Die	Died	Died	Dying
Dig	Dug	Dug	Digging
Discover	Discovered	Discovered	Discovering
Divide	Divided	Divided	Dividing
Do	Did	Done	Doing
Draw	Drew	Drawn	Drawing
Dream	Dreamt	Dreamt	Dreaming
Drink	Drank	Drunk	Drinking
Drive	Drove	Driven	Driving
Drop	Dropped	Dropped	Dropping
Earn	Earned	Earned	Earning
Enjoy	Enjoyed	Enjoyed	Enjoying
Explain	Explained	Explained	Explaining
Express	Expressed	Expressed	Expressing
Fall	Fell	Fallen	Falling
Feel	Felt	Felt	Feeling
Fight	Fought	Fought	Fighting
Fill	Filled	Filled	Filling
Find	Found	Found	Finding
Fly	Flew	Flown	Flying
Forget	Forgot	Forgotten	Forgetting
Get	Got	Got	Getting
Give	Gave	Given	Giving
Go	Went	Gone	Going
Grow	Grew	Grown	Growing
Hang	Hung/Hanged	Hung/Hanged	Hanging
Has/Have	Had	Had	Having
Hear	Heard	Heard	Hearing
Hide	Hid	Hidden	Hiding

Present	Past	Past Participle	Present Participle
Hold	Held	Held	Holding
Hurry	Hurried	Hurried	Hurrying
Hurt	Hurt	Hurt	Hurting
Jump	Jumped	Jumped	Jumping
Keep	Kept	Kept	Keeping
Kill	Killed	Killed	Killing
Kneel	Knelt	Knelt	Kneeling
Knit	Knitted	Knitted	Knitting
Knock	Knocked	Knocked	Knocking
Know	Knew	Known	Knowing
Laugh	Laughed	Laughed	Laughing
Lay	Laid	Laid	Laying
Lead	Led	Led	Leading
Learn	Learnt	Learnt	Learning
Lend	Lent	Lent	Lending
Let	Let	Let	Letting
Lie	Lay	Lain	Lying
Like	Liked	Liked	Liking
Live	Lived	Lived	Living
Lose	Lost	Lost	Losing
Make	Made	Made	Making
Marry	Married	Married	Marrying
Meet	Met	Met	Meeting
Mend	Mended	Mended	Mending
Miss	Missed	Missed	Missing
Move	Moved	Moved	Moving
Need	Needed	Needed	Needing
Notice	Noticed	Noticed	Noticing
Obey	Obeyed	Obeyed	Obeying
Open	Opened	Opened	Opening
Pay	Paid	Paid	Paying
Play	Played	Played	Playing
Pull	Pulled	Pulled	Pulling
Push	Pushed	Pushed	Pushing
Put	Put	Put	Putting
Quarrel	Quarrelled	Quarrelled	Quarrelling
Read	Read	Read	Reading
Receive	Received	Received	Receiving
Reply	Replied	Replied	Replying
Ride	Rode	Ridden	Riding
Ring	Rang	Rung	Ringling
Rise	Rose	Risen	Rising
Rob	Robbed	Robbed	Robbing
Roll	Rolled	Rolled	Rolling
Rub	Rubbed	Rubbed	Rubbing
Run	Ran	Run	Running

Present	Past	Past Participle	Present Participle
Say	Said	Said	Saying
See	Saw	Seen	Seeing
Sell	Sold	Sold	Selling
Send	Sent	Sent	Sending
Set	Set	Set	Setting
Shake	Shook	Shaken	Shaking
Shine	Shone	Shone	Shining
Shoot	Shot	Shot	Shooting
Show	Showed	Shown	Showing
Shut	Shut	Shut	Shutting
Sing	Sang	Sung	singing
Sink	Sank	Sunk	Sinking
Sit	Sat	Sat	Sitting
Sleep	Slept	Slept	Sleeping
Slip	Slipped	Slipped	Slipping
Smell	Smelt	Smelt	Smelling
Speak	Spoke	Spoken	Speaking
Spend	Spent	Spent	Spending
Spoil	Spoilt	Spoilt	Spoiling
Spread	Spread	Spread	Spreading
Stand	Stood	Stood	Standing
Start	Started	Started	Starting
Steal	Stole	Stolen	Stealing
Stop	Stopped	Stopped	Stopping
Strike	Struck	Struck	Striking
Study	Studied	Studied	Studying
Swim	Swam	Swum	Swimming
Take	Took	Taken	Taking
Talk	Talked	Talked	Talking
Teach	Taught	Taught	Teaching
Tear	Tore	Torn	Tearing
Tell	Told	Told	Telling
Think	Thought	Thought	Thinking
Throw	Threw	Thrown	Throwing
Tie	Tied	Tied	Tying
Travel	Travelled	Travelled	Travelling
Try	Tried	Tried	Trying
Vacate	Vacated	Vacated	Vacating
Visit	Visited	Visited	Visiting
Voice	Voiced	Voiced	Voicing
Waste	Wasted	Wasted	Wasting
Wear	Wore	Worn	Wearing
Weave	Wove	Woven	Weaving
Weep	Wept	Wept	Weeping
Win	Won	Won	Winning
Write	Wrote	Written	Writing
Wrong	Wronged	Wronged	Wronging

SUBJECT-VERB AGREEMENT

Subject-Verb Agreement means "The verb of a sentence must agree with its subject in Number and Person."

According to this rule, Number/Person of the Verb is in accordance to the subject of the sentence. So, Singular Subject is used with Singular Verb and Plural Subject is used with Plural Verb. In sentence, the verb has its no own identity. Verb always depends upon Subject. i.e., in any sentence before using the verb, it is necessary to know about Number and Person of the subject. Sometimes, there are more than one subjects in the Sentence. So, it becomes difficult to decide which Number and Person of Subject is in accordance with Number and Person of Verb.

Sometimes, Subject is of one word, so it has to decide whether it is Singular or Plural. Some important rules of Subject-Verb Agreement are :

If s/es is fixed at the end of Noun, it becomes Plural but if s/es is fixed at the end of Verb, it becomes Singular.

Noun + s/es = Plural

Verb + s/es = Singular

Noun		Verb	
Singular	Plural	Plural	Singular
boy	boys	do	does
cow	cows	write	writes
flower	flowers	drink	drinks
tree	trees	go	goes

Therefore, the base form of Verb is always Plural Number. When s/es is fixed at its end, then it becomes Singular.

And the base form of Noun is always Singular Number. When s/es is fixed at its end, then it becomes Plural.

Rule 1. Singular Verb is used with Singular Subject and Plural Verb is used with Plural Subject.

e.g.

Singular Subject	Singular Verb	Plural Subject	Plural Verb
The boy	plays.	The boys	play.
The girl	sleeps.	The girls	sleep.
The woman	reads.	The women	read.

Rule 2. In sentence, if two Singular Subjects are joined with 'and', then Subject of the Sentence is Plural and Plural Verb is used.

e.g. Raj and Sahil are good friends.

Plural

He and his sister have reached.

Plural

Rule 3. If two Singular Nouns are joined with 'and', and both refer to the same person, then Subject of Sentence will be Singular and Singular Verb is used.

e.g. The Director and Executive Member was present in the meeting.

Singular

In this, two Nouns, Director and Member are joined with 'and' and it refers to one singular item. So, the Subject of this Sentence is Singular and Singular Verb 'was' is used.

Use of article before first Noun and not before second one, shows one item i.e., Singular.

Similarly, use of article before first Noun and second Noun separately makes Verb Plural.

e.g. The Director and the Executive Member were present in the meeting.

Plural

'The' article is used before both Nouns, so Verb 'were' is used.

Rule 4. When Possessive Adjective (e.g. my, his, her, etc.) is used before Nouns and Nouns are joined with 'and', then Plural Verb is used.

e.g. His father and his mother have come.

Plural Verb

But if Possessive Adjective is used only before first Noun, then Singular Verb is used.

e.g. His father and mother has come.

Singular Verb

Rule 5. If two Subjects jointly shows one Object or Notion, then Singular Verb is used.

e.g. Bread and Jam is a good food.

The horse and carriage is on the road.

Slow and steady wins the race.

Time and tide wait for none. But in this sentence Plural Verb is used which is an exception.

Rule 6. If two Adjectives are joined with 'and' and are used before Singular Common Noun and Indefinite Article a/an is used before its first Adjective, it shows one Notion. So, Singular Verb is used.

e.g. A black and brown cow was running.

Singular Subject Singular Verb

But if separate Indefinite Articles a/an are used before both Adjectives, then Plural Verb is used.

e.g. A black and a brown cow were running

Plural Subject Plural Verb

Rule 7. If Each, Every or No are fixed before Singular Subjects joined by 'and', then Subject is Singular and Singular Verb is used.

e.g. Each boy and girl was given a gift.

Each man and each woman has equal right.

Every house and shop was closed.

Every boy and girl has attended the party.

No teacher and no student was present there.

Rule 8. Plural Noun is used with Each of, Either of and Neither of, One of. Still Subject of Sentence is Singular. So, Singular Verb is used.

e.g. Each of the two girls is preparing for IAS.

Each one of the thieves was caught.

Either of the two cars is going to be repaired.

One of my friends is an actor.

Rule 9. Each, Every, Either, Neither are Distributive Adjectives. So, Singular Verb is used as there is always Singular Noun here.

e.g. Each trouser is black.

Every lecturer in the college was present.

Either bank of the river has trees.

Rule 10. If Singular Subjects are joined with eitheror, neithernor, or, nor then Singular Verb is used.

e.g. Either you or your brother has done it.

Neither he nor his brother is responsible for this.

Neither food nor water was given.

Rule 11. If Subjects are of different number in case of either or, neither nor, or, not then Subject of Singular number is used and Subject of Plural number will be used after or, nor and verb will be in Plural.

e.g. She or her sisters are to blame.

Singular Plural Plural
Subject Subject Verb

Neither the Principal nor his lecturers are present.

Singular Plural Plural
Subject Subject Verb

Rule 12. If 'or' and 'nor' are joined with Subjects of different persons, then Verb is in accordance to its nearest person.

e.g. Either you or I **am** in the train.

Rule 13. If Subjects are joined with 'as well as', 'with', 'together with', 'in addition to', 'along with', 'no less than', 'except', 'besides', 'and not', etc. then Verb is used in accordance to the first Subject.

e.g. Rahul **as well as** his friends **was** present.

Sahil **together with** his brothers **has** gone to Delhi.

Gaurav, **and not** you, **is** real culprit.

Rule 14. If Subject of different Numbers and Persons are joined with 'but', 'not only but also', then Verb is used in accordance to second Subject.

e.g. Not Rahul but his **friends** **are** guilty.

Second Subject

Not only the students **but also** the teacher **was** present.

Second Subject

Rule 15. If Subject of any Clause is Relative Pronoun (who, which, that, what), then verb is used in accordance to Antecedent not with Relative Pronoun.

e.g. The **man** **who** is walking on the road is my friend.

Antecedent Relative
 Pronoun

The **men** **who** are walking on the road are my friends.

Antecedent Relative
 Pronoun

Rule 16. If Subject of Sentence is Noun like distance, time, mass, amount, weight, then Singular Verb is used with Subjects although Nouns are Plural.

e.g. Fifty Nine miles **is** not a long distance to walk.

Ten years **is** a long period of time.

Thirty Kilometers **are** yet to be covered.

Rule 17. 'A number of' is Plural with this, Plural Subject and Plural Verb is used.

'The number of' is Singular. The coming Noun is Plural, but Verb always remains Singular.

e.g. A **number of** students **are** present.

The **number of** students **is** twenty.

Rule 18. The Sentence in which no subject, it is started with Dummy Subject 'there'. In this Sentence, Verb is used in accordance to Noun coming after Dummy Subject 'there'.

e.g. There **is** a garden.

There **are** gardens.

There **is** a pen on the table.

There **are** pens on the table.

Rule 19. If any Countable Noun comes after Most, Most of, Some, Some of, Half, Half of, Enough, Enough of, Not enough of, Plenty of, A lot of, Lots of, it represents Plural Number and Plural Verb is used.

- e.g.* Most of the **mangoes** are fresh.
 Half of the **books** were useless.
 Lots of **people** have visited the Taj Mahal.

Rule 20. If any Uncountable Noun comes after Most, Most of, Some, Some of, Half, Half of, Enough of, Not enough of, Plenty of, A lot of, Lots of, it represents Subject is Singular and Singular Verb is used.

- e.g.* Some **water** is required here.
 Half of the **glass** is full of water.
 Plenty of **food grains** was distributed.

Rule 21. If any Countable Noun comes after One-third of, Two-thirds of, Three-fourths of, The rest of, A quarter of, Part of, Ten percent of, Twenty percent of etc., it represents Plural Number and Plural Verb is used.

- e.g.* Sixty percent of the **students** have passed.
 Three-fourths of the **books** are read.

Rule 22. If any Uncountable Noun comes after One-third of, Two-thirds of, Three-fourths of, The rest of, Part of, Ten percent of, Twenty percent of etc., Singular Verb is used.

- e.g.* One-third of the **book** has been completed.

Rule 23. Some Nouns are always singular. They cannot be used in Plural form. If these are used as a Subject in Sentence, then Singular Verb is used. *e.g.* These Nouns are Fruit, Furniture, Traffic, Advice, Dust, Weather, Luggage etc.

- e.g.* All his **furniture** is stolen.
 The **information** is incorrect.
Work is worship.

Rule 24. Some Nouns form is Plural but are used in Singular Number, then Singular Verb is used. *e.g.* These Nouns are Darts, Billiards, Mathematics, Physics, Naples, The United States, The United Nations etc.

- e.g.* Billiards **is** an interesting game.
 The United States **has** a big population.
 The news **is** incorrect.

Rule 25. Collective Nouns can be used both in Singular or Plural. If it becomes clear that Collective Nouns represent as a whole unit, then Singular Verb is used.

- e.g.* The **government** has decided it.
 The **audience** was full of enthusiasm.

Rule 26. If Collective Noun represents separately things or persons, Plural Verb is used.

- e.g.* The **jury** are divided in their opinion.
 The **team** are full of joy.
 The **crowd** were shouting.

Rule 27. Some Nouns have two parts and both cannot be used separately. If in any sentence it is used as Subject, then Plural Verb is used. But if 'A pair of' comes before them, then Singular Verb is used. Some of these important Nouns are trousers, scissors, gloves, shoes, glasses, pants, spectacles, etc.

- e.g.* The **trousers** he is wearing **are** dirty.
 His **shoes** are shining.

Rule 28. Some Nouns like Cattle, People, Gentry, Public, Police, Sheep, Deer etc. Pretend to be Singular but are Plural.

- e.g.* The **cattle** are grazing in the field.
 The **police** are chasing the thieves.
 The **gentry** were invited.

Rule 29. If Subject of the Sentence is Infinitive/Gerund Clause, then Singular Verb is used.

e.g. **To walk** is a good exercise.

Infinitive

Walking is a good exercise.

Gerund

That he is laborious is known to us.

Clause

Rule 30. Some sentences are of the form :

Singular Countable Noun + of + Plural form

e.g. **A set of pens** was bought.

A series of events has happened.

A bunch of keys is lying there.

Rule 31. Some sentences are of the form :

Noun + Preposition + Noun +

e.g. **The cow of Ram** is grazing.

The farmers of my village are hard working.

Rule 32. If in sentence, the Subject is 'A variety of + Plural Noun', Verb is used in accordance to Plural Noun instead of 'A Variety'.

e.g. **A variety of cultural programmes** were organised on the Independence Day.

But sometimes, Subject is 'The variety', then Singular Verb is used instead of Plural Noun.

e.g. **The variety of items** at the function was enjoyed by us.

Rule 33. In Optative Sentences, Plural Verb is used with Singular Subject.

e.g. **Long Live** our marriage.

God **bless** you !

Rule 34. In Arithmetic sums, both Singular Verb and Plural Verb are used.

e.g. Two and two **is** four.

Two and two **are** four.

Two times four **is** eight.

Five from ten **is** five.

Rule 35. After one or two, Plural Subject and Plural Verb is used.

e.g. One or two **girls** are singing.

Rule 36. If subject of sentence is in two clauses, Plural Verb is used there.

e.g. What I **say** and **do** are my own affair.

(= what I say is and what I do is)

Rule 37. In English language, 'as follows' is in trend not 'as follow'. Whether Singular Noun remains with it.

e.g. The main points are **as follows**.

The illustration is **as follows**.

EXERCISE

1. Much of the sugar dirty.
2. He, your brother, come.
3. Not only Amit but also Rahul naughty.
4. Each egg rotten.
5. A number of lecturers there.
6. The explanation is as
7. Not only Atul but also his friends there.
8. Every player played well.
9. The number of lecturers ten.
10. The main points are as
11. Neither the boys nor the girls present today.
12. All cows animals.
13. Social and Political freedom necessary.
14. Your glasses new.
15. Either the workers or the leaders in the wrong.
16. Some water needed.
17. Plenty of apples on the table.
18. A pair of glasses been bought.
19. Neither you nor I guilty.
20. All the tea consumed.
21. There plenty of water in the jar.
22. The tongs blunt.
23. Neither he nor you wrong.
24. All ready now.
25. A great deal of apples here.
26. A pair of pants there.
27. My daughter or I going to market.
28. I will tell you all that discussed.
29. A great deal of money lost.
30. It I who saw you.
31. I or my daughter going to market.
32. I have just seen the children. All here.
33. A dozen bananas there.
34. It is they who have done it.
35. Neither you nor I nor he going to attend the party.
36. I have checked the switches. All O.K.
37. A hundred girls come.
38. Nothing but ice seen.
39. Neither you nor he nor I going to attend the party.
40. Every one singing.
41. Thousands of people killed.
42. Mohit or his friends to blame ?
43. Neither you, nor I, nor any one the truth.
44. No one in the hall.
45. Billions of stars there in the sky.
46. you or I rewarded ?
47. The committee going to take unanimous decision.
48. Somebody stolen my pen.
49. No girl of that name come.
50. Sudha or her sisters gone ?

51. The committee divided in their opinion.
52. Neither of the bags brown.
53. No pencil of that colour here.
54. Every means been tried.
55. The audience today huge.
56. Either of the books useful.
57. No girls of that name come.
58. My means not enough.
59. The audience listening to me.
60. No body a pencil.
61. No pencils of that colour here.
62. Such means not pleasant.
63. The staff of one opinion.
64. Each of the boys a watch.
65. More than nine persons come.
66. A sheep there.
67. The staff of different opinions.
68. Many of the girls laborious.
69. More than one person come.
70. Two sheep there.
71. Her hair is grey but her eyes strong.
72. Two of the workers gone home.
73. One or two boys dancing.
74. A deer an animal.
75. She to do it.
76. Five of the boys absent.
77. Houses of this type five rooms.
78. Deer animals.
79. She not do it.
80. A few of the apples bad.
81. The printing of the books over.
82. The poet and thinker dead.
83. He to say so.
84. Half of the eggs good.
85. The pages of this book smooth.
86. The poet and the thinker dead.
87. He not say so.
88. Half of the milk there.
89. There are other bags ours.
90. My friend and guide here.
91. What we need most pens.
92. No friend and no relative anything to offer.
93. There is another bag ours.
94. My friend and my guide here.
95. Those goods been stolen.
96. Every man and every woman same opportunity.
97. A team of players been selected.
98. Twenty five kilometres a long distance.
99. Her looks good.
100. Most men so.
101. A galaxy of stars twinkling in the sky.
102. Four years not enough time.

103. Riches wings.
104. Most of the children busy.
105. The wicked punished.
106. Three thousand and six hundred rupees my fee.
107. A beauty waiting for you.
108. Most of the time lost.
109. Discovery of India a popular book.
110. Four kilos of sugar about eighty rupees.
111. Two beauties waiting for you.
112. All the apparatus new.
113. Help the man who poor.
114. Nine years passed.
115. You and he good players.
116. Your information baseless.
117. The girl who intelligent has become dull.
118. Six thousand rupees spent on it.
119. You and I playing football.
120. There heavy traffic on the road.
121. The girls who intelligent have become dull.
122. The first six years the hardest.
123. He and I watching television.
124. Acting an art.
125. What he says difficult to understand.
126. Our only guide the stars.
127. Electricity our trains.
128. Where they live difficult to know.
129. Sweet the uses of adversity.
130. Those boys sometimes shouting.
131. What I say and do no business of yours.
132. Oil and water do not mix.
133. The news she gave me very pleasant.
134. How long he will sing and dance not known.
135. He is of the players who been selected.
136. I wish I a magician.
137. Parliament taken its decision.
138. I wish it possible.
139. You, boy, not to do this.
140. Long Democracy.
141. Time and tide for no man.
142. Fifty percent of the amount spent.
143. The percentage of good singers very small.
144. More than one invited.
145. Fifty percent of votes polled.
146. More men than one invited.
147. Cancer a dangerous disease.
148. Sociology no attraction for me.
149. His mathematics poor.
150. Mathematics an interesting subject.

3. SYNONYMS, ANTONYMS AND ONE WORD SUBSTITUTION

1. SYNONYMS

Definition— Synonyms may be defined as words with the same meaning in the same language. Antonyms are words with opposite meaning in the same language.

SYNONYMS

Words	Synonyms	Words	Synonyms
Abduct	Kidnap	Awful	Terrible
Ability	Capability	Battle	Fight
Able	Capable	Beat	Defeat
About	Approximately	Beautiful	Handsome
Abrupt	Sudden	Bedlam	Chaos
Abstain	Refrain	Belly	Stomach
Abstract	Summary	Beneficial	Profitable
Abysmal	Terrible	Blunder	Mistake
Accommodate	Oblige	Booty	Loot
Accomplish	Achieve	Bright	Shining
Acknowledge	Recognize	Brutal	Inhuman
Active	Alert	Burglary	Housebreaking
Activity	Alertness	Business	Work
Admire	Praise	Busy	Engaged
Admit	Confess	Buzz	Rumour
Abundant	Plentiful	Candy	Sweet
Advocate	Recommend	Certain	Sure
Agreement	Concord	Charm	Spell
Agriculture	Farming	Cheerful	Gay
Agriculturist	Farmer	Chivalry	Bravery
Allow	Permit	Choice	Selection
Amuse	Entertain	Clever	Intelligent
Amusement	Entertainment	Close	Shut
Appearance	Look	Cohesion	Unity
Applicable	Relevant	Colourless	Dull
Approval	Commendation	Combat	Battle
Approve	Commend	Comedy	Humour
Architect	Builder	Comfortably	Easily
Arrival	Reaching	Contest	Competition
Artisan	Workman	Contract	Bond
Assemble	Gather	Coolie	Porter
Assembly	Gathering	Courage	Daring
Assured	Guaranteed	Courtesy	Politeness
Attack	Assault	Cowardice	Timidity
Attractive	Appealing	Dear	Expensive
Authority	Power	Defame	Blame
Avarice	Greed	Defend	Protect

Words	Synonyms	Words	Synonyms
Deny	Refuse	Fortune	Wealth
Dim	Faint	Foul	Unfair
Direct	Instruct/Control	Fragile	Frail
Director	Controller	Freedom	Independence
Disability	Inability	Fright	Fear
Disappear	Vanish	Frugal	Economical
Discourteous	Rude	Gain	Profit
Discourtesy	Rudeness	Gallant	Brave
Discover	Find	Game	Sport
Doubt	Suspect	Garden	Orchard
Effective	Efficient	Gaze	Look
Eject	Expel	Gift	Present
Empty	Vacant	Gigantic	Titanic/Huge
Enter	Intrude	Give	Grant
Excuse	Pardon	Gleam	Ray
Expand	Enlarge	Gloomy	Cheerless
Expect	Hope	Glorious	Splendid
Expert	Adept	Goal	Destination
Expire	End	Goose	Duck
Explain	Describe	Grace	Charm
Explode	Burst	Grave	Serious
Extend	Spread	Gravity	Seriousness
External	Outside	Greet	Welcome
Fact	Reality	Grief	Sorrow
Faint	Dim	Grow	Develop
Fair	Just	Grumble	Complain
Faith	Trust	Halt	Stop
False	Wrong	Happening	Incident
Fame	Reputation	Happy	Glad
Famous	Reputed	Hardy	Robust
Farewell	Good-bye	Hare	Rabbit
Fast	Quick	Hark	Listen
Fat	Obese	Harmful	Injurious
Fatal	Deadly	Haste	Hurry
Fate	Destiny	Hate	Dislike
Fatigue	Tiredness	Heal	Cure
Fault	Defect	Heap	Pile
Faulty	Defective	Help	Support
Favourable	Helpful	Hide	Conceal
Ferocious	Fierce	High	Tall
Fertile	Productive	Hinder	Obstruct
Fervour	Zeal	Hindrance	Obstruction
Fight	Combat	Hire	Rent
Financial	Monetary	Hollow	Empty
Flaw	Defect/Crack	Holy	Sacred
Flock	Herd	Homage	Tribute
Flood	Deluge	Honour	Respect
Fluid	Liquid	Horror	Terror
Follower	Disciple	Horse	Steed
Foolish	Stupid	Hostile	Unfriendly
Force	Power	House	Home
Foreign	Alien	Hug	Embrace
Forgive	Pardon	Humanity	Mankind

Words	Synonyms	Words	Synonyms
Humorous	Funny	Mix	Mingle
Hurry	Haste	Monarch	King
Hurt	Injure	Monotonous	Dull
Idea	Thought	Motion	Movement
Idiot	Fool	Mouse	Rat
Idle	Lazy	Narrative	Story
Ignoble	Shameful	Naught	Nothing
Ill	Sick	Neat	Tidy
Illicit	Unlawful	New	Novel
Illiterate	Uneducated	Notion	Idea
Impart	Give	Nude	Naked
Imperfect	Incomplete	Obstinate	Stubborn
Important	Significant	Onlooker	Spectator
Inanimate	Lifeless	Opinion	Belief
Incident	Event	Opportunity	Chance
Inconvenience	Discomfort	Order	Command
Indisposed	Unwell	Ordinary	Normal
Injury	Harm	Outrageous	Shocking
Insignificant	Unimportant	Overlook	Ignore
Instance	Example	Packet	Bundle
Instigate	Incite	Parcel	Packet
Instrument	Implement	Pardon	Forgive
Interrogate	Question	Parson	Priest
Intimate	Close	Partition	Division
Intricate	Complicated	Passive	Inactive
Investigate	Examine	Perfect	Complete
Invisible	Unseen	Peril	Danger
Jovial	Merry	Perish	Die
Jubilant	Happy	Permit	Allow
Just	Fair	Perpetual	Constant
Keen	Sharp	Perplex	Puzzle
Labour	Toil	Personnel	Staff
Lean	Thin	Peruse	Read
Lecture	Speech	Petition	Request
Liberal	Generous	Petty	Small
Likeness	Similarity	Picture	Sketch
Liking	Fondness	Piece	Part
Long	Tall	Pilfer	Steal
Loyal	Faithful	Pillar	Column
Main	Chief	Plan	Scheme
Make	Create	Play	Drama
Malady	Disease	Pleasure	Joy
Mankind	Humanity	Plume	Feather
Marriage	Wedding	Policy	Plan
Match	Contest	Pomp	Show
Mate	Companion	Ponder	Think
Material	Stuff	Position	Status
Meek	Mild	Post	Job
Merchant	Trader	Power	Energy
Merciless	Pitiless	Precious	Valuable
Might	Power	Precis	Summary
Mirth	Joy	Present	Gift
Mistake	Error	Prestige	Honour

Words	Synonyms	Words	Synonyms
Prey	Victim	Rely	Depend
Pride	Vanity	Remedy	Cure
Prime	Chief	Remember	Recall
Principal	Chief	Repose	Rest
Principle	Doctrine/Rule	Require	Need
Prison	Jail	Resolution	Decision, Determination
Privilege	Right	Respect	Honour
Prize	Reward	Response	Answer
Probable	Possible	Result	Consequence
Problem	Question	Retire	Withdraw
Produce	Manufacture	Reverence	Respect
Profession	Occupation	Revise	Reconsider
Proficient	Skilled	Revolution	Change
Profit	Gain, Advantage	Rich	Wealthy
Profound	Deep	Riches	Wealth
Progress	Advancement	Right	Privilege
Proof	Evidence	Rigid	Stiff
Prophecy	Forecast	Rogue	Rascal, Scoundrel
Propose	Offer	Rude	Rough, Impolite
Proprietor	Owner	Ruin	Destruction
Prosperous	Flourishing	Rule	Law, Principle
Protect	Guard	Rural	Rustic
Protest	Oppose, Object	Sacred	Holy
Proud	Vain	Salary	Pay
Psalm	Hymn	Salient	Outstanding
Publicity	Advertisement	Sanction	Permission
Pupil	Student	Sanctity	Sacredness, Holiness
Purchase	Buy	Satisfaction	Contentment
Pure	Clean	Scarcely	Hardly
Purpose	Aim	Scene	View, Sight
Quarrel	Fight	Scent	Smell
Quick	Prompt	Scheme	Plan
Quiet	Silent	Scholarship	Learning
Quit	Leave	Scold	Rebuke
Rabbit	Hare	Scorn	Hatred, Contempt
Rage	Fury, Anger	Secure	Safe
Raise	Lift	Security	Safety
Rank	Position	Select	Choose
Rash	Reckless	Selection	Choice
Rat	Mouse	Senseless	Unconscious
Rate	Price	Servile	Slavish
Ray	Beam	Sever	Cut
Reach	Arrive	Severe	Strict
Read	Peruse	Shabby	Dirty
Reason	Cause	Shape	Form
Rebellion	Revolt	Share	Part
Reckless	Rash	Shiver	Tremble
Recollect	Recall, Remember	Short	Brief
Reduce	Decrease	Shout	Cry
Refuge	Shelter	Shriek	Scream
Region	Area	Sign	Mark
Regular	Systematic	Significance	Importance
Relate	Tell	Silent	Quiet

Words	Synonyms	Words	Synonyms
Silly	Foolish	Tender	Delicate
Simple	Plain, Easy	Terminate	End
Singe	Burn	Terrible	Fearful
Singular	Uncommon	Theme	Topic
Slender	Slim	Thought	Idea
Slice	Piece	Throng	Crowd
Slumber	Sleep	Title	Heading
Smart	Clever, Bright	Token	Sign, Mark
Snake	Serpent	Tolerate	Bear, Endure
Snare	Trap	Topic	Subject
Soar	Fly	Torture	Pain
Soft	Mild	Trace	Mark, Sign
Soil	Earth, Ground	Trader	Merchant
Solution	Answer	Triumph	Victory
Sorrow	Grief	True	Correct
Sound	Noise	Trust	Faith
Speak	Talk	Type	Class
Special	Uncommon	Uncommon	Special/rare
Specify	Mention	Unconscious	Senseless
Spectator	Onlooker	Undue	Improper
Spectre	Ghost, Phantom	Unending	Everlasting
Speech	Talk	Unerring	Accurate
Splendid	Magnificent	Upright	Erect
Sport	Game, Amusement	Uproar	Noise
Stare	Look	Vacant	Empty
Start	Begin	Vain	Proud/haughty
Steadfast	Firm	Valour	Bravery
Stern	Harsh	Vengeance	Revenge
Stiff	Hard	Vice	Evil
Stir	Move	Vigilant	Watchful, Alert
Storm	Tempest	Villain	Wrongdoer/ruffian/roguer/rascal
Stream	Brook	Violate	Break
Strength	Power	Void	Empty
Stroke	Blow	Wander	Stray
Struggle	Conflict	Warm	Lukewarm, tepid
Stubborn	Obstinate	Warranty	Guarantee
Stuff	Material	Wary	Cautious
Style	Manner	Wealth	Riches
Suggestion	Proposal	Wearing	Exhausting
Superior	Better	Wedding	Marriage
Support	Help	Weep	Cry
Survive	Live	Winsome	Attractive, Pleasing
Suspicion	Doubt	Wise	Prudent
Swarm	Crowd	Wish	Desire
Symptom	Sign	Worry	Anxiety
Systematic	Methodical	Worth	Value
Tale	Story	Wound	Injury
Talent	Quality	Wrath	Anger
Target	Objective, Aim	Wreck	Ruin, Destruction
Tedious	Tiresome	Writer	Author
Temperament	Nature	Yet	Even, Still
Tempest	Storm	Zeal	Enthusiasm
Temptation	Attraction	Zenith	Peak

EXERCISES**EXERCISE 1**

Write the synonyms of the following words—

Brave, Emotion, Narrate, Fact, Dim.

EXERCISE 2

Write the synonyms of the following words—

Coolie, Courage, Expert, Explode, Fair.

EXERCISE 3

Write the synonyms of the following words—

External, Fierce, Famous, Power, Sport.

EXERCISE 4

Write the synonyms of the following words—

Pardon, Zeal, Fat, Fear, Profit.

EXERCISE 5

Write the synonyms of the following words—

Foolish, Foreign, Honour, Welcome, Gift.

EXERCISE 6

Write the synonyms of the following words—

Listen, Hate, Grow, Ray, Idiot.

EXERCISE 7

Write the synonyms of the following words—

Event, Instance, Thought, Humorous, Keen.

EXERCISE 8

Write the synonyms of the following words—

Labour, Mistake, Nude, Disease, Chief.

EXERCISE 9

Write the synonyms of the following words—

Story, Rat, Mankind, Spectator, Trader.

EXERCISE 10

Write the synonyms of the following words—

Mix, Joy, Companion, Aim, Produce.

EXERCISE

SYNONYMS

(Objectives/Multiple Choice Questions)

Q. Choose the word from among the four options (a), (b) (c) and (d) which is nearest in meaning to the given word.

1. Abrupt

- (a) uneven (b) sudden
(c) unlawful (d) irritating

2. Absolve

- (a) to set free (b) to pardon
(c) to acquit (d) to accomplish

3. Absonant

- (a) discordant
(b) absurd
(c) unnatural
(d) contrary to reason

4. Abstract

- (a) to draw away
(b) to separate
(c) to remove quietly
(d) a thing existing only in India

5. Accrue

- (a) to keep hold of (b) to overcome
(c) to obtain secretly (d) to accumulate

6. Accumulate

- (a) overcome (b) spread
(c) collect (d) disperse

7. Accurate

- (a) apprehend (b) guess
(c) improve (d) exact

8. Addiction

- (a) remainder (b) long discourse
(c) total (d) slavish habit

9. Anomaly

- (a) irregularity
(b) deviation from the rule
(c) incongruous (d) an oddity

10. Benign

- (a) radiant (b) religious
(c) kindly (d) hopeful

11. Benevolence

- (a) active kindness (b) troublesome
(c) honesty (d) respectful

12. Bestial

- (a) shallow (b) brutish
(c) wild (d) ugly

13. Brunt

- (a) load (b) impact
(c) weight (d) consequence

14. Callous

- (a) careless (b) forgetful
(c) deceptive (d) unfeeling

15. Candid

- (a) frank (b) excited
(c) overjoyed (d) enthusiastic

16. Circumspect

- (a) curious (b) wary
(c) cautious (d) prudent

17. Concede

- (a) demand (b) approve
(c) benefit (d) admit

18. Congenial

- (a) kindred spirit
(b) cold
(c) existing at or from birth
(d) weak in character

19. Deport

- (a) to leave (b) to imprison
(c) to banish (d) to make known

20. Deplete

- (a) to flatten (b) to conquer
(c) to finish (d) to exhaust

21. Debonair

- (a) superficial
(b) pleasing and gracious
(c) in high style
(d) flighty

22. Decree

- (a) an order by one in authority
- (b) an edict or law
- (c) a judicial decision
- (d) a predetermined purpose

23. Deflect

- (a) to turn aside
- (b) to swerve
- (c) to deviate from the proper course
- (d) bending

24. Degage

- (a) unembarrassed (b) unconstrained
- (c) easy (d) unconcerned

25. Edifice

- (a) pride (b) imposing building
- (c) strength (d) beauty

26. Empiric

- (a) one who experiments
- (b) one whose knowledge is got from experience only
- (c) a quack
- (d) not actually conversant with the subject

27. Emulate

- (a) strive to equal or excel
- (b) to rival successfully
- (c) to imitate
- (d) eager to rival

28. Entail

- (a) to win
- (b) to impose or result in
- (c) to weaken
- (d) to lag behind

29. Exigency

- (a) crisis (b) emergency
- (c) swiftness (d) tenacity

30. Explicit

- (a) sure (b) determined
- (c) definite (d) deplorable

31. Exotic

- (a) strange or foreign (b) temperamental
- (c) vain (d) clear

32. Expedite

- (a) to free from impediments
- (b) to hasten
- (c) to weaken the force of
- (d) to palliate

33. Fabricate

- (a) oppose (b) make up
- (c) pretend (d) deceive

34. Fascinate

- (a) charm (b) encourage
- (c) employ (d) exchange

35. Fatality

- (a) final (b) falsehood
- (c) misfortune (d) neglect

36. Fictitious

- (a) unreal (b) imaginary
- (c) obvious (d) factual

37. Garish

- (a) beautifully decorated
- (b) hasty
- (c) bold
- (d) unpleasantly gaudy

38. Genre

- (a) giant (b) birth
- (c) style (d) gear

39. Gladiator

- (a) blissful (b) gradual
- (c) trained fighter (d) flier

40. Gird

- (a) to honour
- (b) to prod
- (c) to prepare for action
- (d) to shackle

41. Grandeur

- (a) high flown (b) decoration
- (c) magnificence (d) impression

42. Habitat

- (a) habits (b) home
- (c) area (d) locality

43. Handicap

- (a) hindrance (b) annoyance
- (c) disability (d) deformity

44. Havoc

- (a) heighten (b) hinder
- (c) destruction (d) terrify

45. Hazard

- (a) jarring noise (b) blockade
- (c) hindrance (d) risk

46. Ideograph

- (a) symbol (b) data
- (c) opinion (d) imagination

- 47. Impetus**
 (a) courage (b) impatience
 (c) arrogance (d) driving energy
- 48. Impeach**
 (a) accuse
 (b) to remove from office
 (c) to slander
 (d) to put in jail
- 49. Impasse**
 (a) unpassable (b) insurmountable
 (c) hurdle (d) deadlock
- 50. Incense**
 (a) to worship (b) to enrage
 (c) to stimulate (d) to inhale
- 51. Infringe**
 (a) to encroach (b) to surround
 (c) to decorate (d) to limit
- 52. Inquisition**
 (a) punishment
 (b) long speech
 (c) thorough investigation
 (d) curiosity
- 53. Jubilant**
 (a) joyful (b) excited
 (c) triumphant (d) enticing
- 54. Lucid**
 (a) sensational (b) lucky
 (c) melodious (d) detailed
- 55. Lucrative**
 (a) attractive (b) profitable
 (c) thoughtful (d) ordeal
- 56. Manoeuvre**
 (a) mobilize (b) planned movement
 (c) mystify (d) miniature
- 57. Model**
 (a) parade (b) procession
 (c) paradigm (d) idle
- 58. Narcotic**
 (a) that which produces total insensibility
 (b) that which frustrates
 (c) annoying
 (d) fulfilling
- 59. Nostalgia**
 (a) nauseous (b) repulsive
 (c) home-sickness (d) hopelessness
- 60. Obese**
 (a) jolly (b) very bright
 (c) very fat (d) rigorous
- 61. Officious**
 (a) dealing with office work
 (b) office routine
 (c) too eager to help or advise
 (d) to hinder smooth working
- 62. Ominous**
 (a) pleasant (b) threatening
 (c) promising (d) luring
- 63. Perpetuate**
 (a) to cause to last indefinitely
 (b) to enter into
 (c) to pass through
 (d) to perform
- 64. Prolific**
 (a) skilful
 (b) swift
 (c) fertile
 (d) wearisomely verbose
- 65. Replenish**
 (a) to spread around
 (b) to fulfil
 (c) to indulge
 (d) to provide a new supply for
- 66. Reckless**
 (a) irresponsible (b) without fault
 (c) hopeless (d) wicked
- 67. Riddle**
 (a) to entangle (b) to question
 (c) to explain (d) to fill with holes
- 68. Solicit**
 (a) to command (b) to worry
 (c) to sympathize with (d) to ask for
- 69. Spurious**
 (a) pertaining to heraldry
 (b) stubborn
 (c) angry
 (d) not genuine
- 70. Topography**
 (a) art of painting
 (b) physical features of a region
 (c) soil chemistry
 (d) signalling by light
- 71. Triumph**
 (a) defeat (b) joy
 (c) victory (d) happiness

72. Turmoil

- (a) upheaval (b) agitation
(c) terrible (d) noisy

73. Vanquish

- (a) threaten (b) terrify
(c) defeat (d) deceive

74. Wreak

- (a) to twist
(b) to emit an unpleasant odour
(c) to inflict
(d) to sweat

75. Wrest

- (a) take violently away
(b) impose
(c) to warn
(d) to jerk violently

76. Whit

- (a) grain (b) least
(c) adorn (d) amour

77. Yield

- (a) give in (b) obstruct
(c) prevent (d) prolong

78. Zap

- (a) guild (b) mourn
(c) mystify (d) defeat

79. Zeal

- (a) enthusiasm (b) lukewarm
(c) unwilling (d) pleasure

80. Zenith

- (a) low (b) depth
(c) highest point (d) defeat

ANSWERS

- | | | | | |
|---------|---------|---------|---------|---------|
| 1. (b) | 2. (a) | 3. (b) | 4. (a) | 5. (d) |
| 6. (c) | 7. (d) | 8. (d) | 9. (a) | 10. (c) |
| 11. (a) | 12. (b) | 13. (b) | 14. (d) | 15. (a) |
| 16. (b) | 17. (d) | 18. (a) | 19. (c) | 20. (d) |
| 21. (b) | 22. (a) | 23. (a) | 24. (a) | 25. (d) |
| 26. (a) | 27. (a) | 28. (b) | 29. (b) | 30. (c) |
| 31. (b) | 32. (b) | 33. (b) | 34. (a) | 35. (c) |
| 36. (a) | 37. (d) | 38. (c) | 39. (c) | 40. (c) |
| 41. (a) | 42. (b) | 43. (c) | 44. (c) | 45. (d) |
| 46. (a) | 47. (d) | 48. (a) | 49. (d) | 50. (b) |
| 51. (a) | 52. (c) | 53. (a) | 54. (a) | 55. (b) |
| 56. (b) | 57. (c) | 58. (a) | 59. (c) | 60. (c) |
| 61. (c) | 62. (b) | 63. (d) | 64. (c) | 65. (d) |
| 66. (a) | 67. (d) | 68. (d) | 69. (d) | 70. (b) |
| 71. (c) | 72. (b) | 73. (c) | 74. (c) | 75. (a) |
| 76. (b) | 77. (a) | 78. (d) | 79. (a) | 80. (c) |

2. ANTONYMS

Words	Antonyms	Words	Antonyms
Ability	Inability	Base	Noble
Able	Unable	Beautiful	Ugly
Above	Below	Beautify	Disfigure
Absent	Present	Beauty	Ugliness
Abundant	Scarce	Before	After
Accept	Reject	Begin	End
Acceptance	Rejection	Beginning	End
Accessible	Inaccessible	Behave	Misbehave
Accurate	Inaccurate	Belief	Disbelief
Acquit	Convict	Believe	Disbelieve
Action	Inaction	Beneficial	Injurious
Active	Inactive	Big	Small
Acute	Obtuse	Birth	Death
Adequate	Inadequate	Bitter	Sweet
Advance	Retreat	Black	White
Advantage	Disadvantage	Blame	Praise
Adversity	Prosperity	Bless	Curse
Affirmative	Negative	Blunt	Sharp, Keen
Affluence	Poverty	Bold	Timid
Agree	Disagree	Boon	Bane
Agreeable	Disagreeable	Borrow	Lend
Alien	Native	Brave	Cowardly
Alive	Dead	Bravery	Cowardice
Allow	Disallow	Bright	Dull
Analysis	Synthesis	Broad	Narrow
Ancient	Modern	Busy	Idle
Angel	Devil	Buy	Sell
Angry	Pleased	Capable	Incapable
Animate	Inanimate	Careful	Careless
Answer	Question	Cause	Effect
Applicable	Inapplicable	Certain	Uncertain
Approach	Retreat	Changeable	Unchangeable
Arm	Disarm	Charitable	Uncharitable
Arrival	Departure	Cheap	Expensive/Dear
Arrive	Depart	Cheerful	Cheerless
Artificial	Natural	Civilization	Barbarism
Ascent	Decent	Clever	Simple
Assemble	Disperse	Coarse	Fine
Associate	Dissociate	Cold	Hot
Attach	Detach	Collect	Distribute
Attack	Defence	Comedy	Tragedy
Attentive	Inattentive	Comfort	Discomfort
Attract	Repel	Comfortable	Uncomfortable
Attraction	Repulsion	Common	Uncommon
Attractive	Repulsive	Compare	Contrast
Audible	Inaudible	Competent	Incompetent
Barbarous	Civilized	Complete	Incomplete
Barren	Fertile	Complex	Simple

Words	Antonyms	Words	Antonyms
Compliance	Non compliance, Defiance	Distinct	Indistinct
Compulsory	Optional	Distress	Comfort
Conceal	Reveal	Docile	Stubborn
Condemn	Praise	Domestic	Wild
Confess	Deny	Doubtful	Sure
Confidence	Diffidence	Down	Up
Confirmed	Unconfirmed	Dress	Undress
Constant	Inconstant	Dry	Wet, Damp
Construct	Destroy	Dwarf	Giant
Construction	Destruction	Earlier	Later
Constructive	Destructive	Earliest	Latest
Contract	Expand	Early	Late
Converge	Diverge	Earth	Heaven
Convex	Concave	Ease	Difficulty
Cool	Warm	Easy	Difficult
Correct	Incorrect	Effect	Cause
Cover	Uncover	Effective	Ineffective
Create	Destroy	Efficient	Inefficient
Creation	Destruction	Encourage	Discourage
Creative	Destructive	Enemy	Friend
Credit	Debit	Entrance	Exit
Cruel	Kind	Equal	Unequal
Curse	Bless, Blessing	Equality	Inequality
Damp	Dry	Evitable	Inevitable
Danger	Safety	Exact	Inexact
Dangerous	Safe	Experience	Inexperience
Dark	Bright	Explicable	Inexplicable
Day	Night	Facility	Difficulty
Dead	Alive	Fail	Pass
Dear	Cheap	Failure	Success
Death	Life	Fair	Foul
Decent	Indecent	Faithful	Faithless
Decision	Indecision	False	True
Decisive	Indecisive	Fame	Infamy
Decrease	Increase	Fame	Notoriety
Deep	Shallow	Familiar	Unfamiliar
Deficient	Proficient	Famous	Notorious
Deficit	Surplus	Far	Near
Delay	Hurry	Farther	Nearer
Dense	Sparse, Rare	Farthest	Nearest
Dependence	Independence	Fast	Slow
Dependent	Independent	Fat	Lean, Thin
Deposit	Withdraw	Female	Male
Depth	Shallowness	Fickle	Constant
Different	Similar	Find	Lose
Difficult	Easy	Fine	Coarse
Diligent	Idle, Lazy	Finish	Start
Diminish	Increase	First	Last
Discount	Premium	Fit	Unfit
Disease	Health	Flexible	Inflexible, Rigid

Words	Antonyms	Words	Antonyms
Folly	Wisdom	In	Out
Foolish	Wise	Increase	Decrease
Foreign	Native	Inferior	Superior
Forget	Remember	Inhale	Exhale
Fortunate	Unfortunate	Inner	Outer
Found	Lost	Interesting	Boring
Frank	Reserved, Reticent	Interior	Exterior
Freedom	Slavery	Internal	External
Fresh	Stale	Jolly	Gloomy
Friendly	Inimical, Hostile	Joy	Sorrow
Front	Back	Junior	Senior
Frown	Smile	Just	Unjust
Gain	Loss	Justice	Injustice
Gather	Scatter	Kind	Unkind, Cruel
Gay	Grave	Knowledge	Ignorance
Give	Take	Large	Small
Glad	Sad, Depressed	Late	Early
Glory	Shame	Later	Earlier
Go	Come	Latest	Earliest
Good	Bad	Laugh	Weep
Grace	Disgrace	Laughter	Weeping
Gratitude	Ingratitude	Lawful	Lawless
Great	Little	Laziness	Activity
Guide	Misguide	Lazy	Active
Guilty	Innocent	Lead	Follow
Happy	Unhappy	Legal	Illegal
Hard	Soft	Lend	Borrow
Harmful	Harmless	Liberal	Narrow-minded
Hate	Love	Life	Death
Healthy	Unhealthy	Light	Darkness
Heat	Cold	Light	Heavy
Heaven	Hell	Live	Die
Heavy	Light	Logical	Illogical
Height	Depth	Long	Short
Hell	Heaven	Loose	Tight
High	Low	Loss	Gain
Hollow	Solid	Low	High
Honest	Dishonest	Magnify	Reduce
Honesty	Dishonesty	Major	Minor
Honour	Dishonour	Make	Mar
Hope	Despair	Mature	Immature
Hopeful	Hopeless	Maturity	Immaturity
Host	Guest	Mental	Physical
Hot	Cold	Merit	Demerit
Humble	Proud	Miser	Spendthrift
Hurt	Heal	Modern	Ancient
Idealist	Realist	Modest	Immodest
Idle	Busy	Moral	Immoral
Import	Export	More	Less
Important	Unimportant	Mortal	Immortal

Words	Antonyms	Words	Antonyms
Mortality	Immortality	Purity	Impurity
Most	Least	Question	Answer
Motion	Rest	Quick	Slow
Naked	Covered	Quiet	Unquiet, Noisy
National	Anti-national	Raise	Lower
Natural	Unnatural, Artificial	Rare	Common
Necessary	Unnecessary	Real	Unreal
New	Old	Rear	Front
Normal	Abnormal	Relieve	Aggravate
Numerous	Few	Religious	Irreligious
Obedience	Disobedience	Repute	Disrepute
Obey	Disobey	Reward	Punish
Object	Approve	Right	Wrong
Occupy	Vacate	Rigid	Flexible
Offend	Please	Rigidity	Flexibility
Old	Young	Ripe	Raw
Omission	Commission	Rise	Fall
Omit	Commit	Rough	Smooth
Open	Shut	Round	Flat
Optimism	Pessimism	Rural	Urban
Optimist	Pessimist	Sad	Happy
Oral	Written	Sadness	Happiness
Out	In	Safe	Dangerous
Outer	Inner	Safety	Danger
Own	Disown	Sale	Purchase
Pain	Pleasure	Sane	Insane
Painful	Painless	Secure	Insecure
Part	Whole	Security	Insecurity
Partial	Impartial	Selfish	Selfless
Perfect	Imperfect	Sell	Buy
Permanent	Impermanent, Temporary	Servant	Master
Persist	Desist	Simple	Complex
Persuade	Dissuade	Simplicity	Complexity
Polite	Rude	Sincere	Insincere
Politeness	Rudeness	Sincerity	Insincerity
Poor	Rich	Sink	Swim
Popular	Unpopular	Smile	Frown
Popularity	Unpopularity	Smiling	Frowning
Positive	Negative	Solid	Liquid
Possibility	Impossibility	Special	Ordinary
Possible	Impossible	Stern	Mild
Poverty	Riches, Wealth	Strange	Familiar
Pride	Humility	Strength	Weakness
Private	Public	Strong	Weak
Prohibit	Permit	Succeed	Fail
Proper	Improper	Success	Failure
Propose	Dispose	Summit	Base
Proud	Humble	Superior	Inferior
Prudent	Imprudent	Superiority	Inferiority
Pure	Impure	Sweet	Bitter

Words	Antonyms	Words	Antonyms
Sweetness	Bitterness	Vice	Virtue
Swift	Slow	Victory	Defeat
Sympathy	Antipathy	Violence	Non-violence
Tactful	Tactless	Visible	Invisible
Take	Give	Voluntary	Involuntary
Talkative	Reticent	Vulgar	Refined
Tasteful	Tasteless	Vulnerable	Invulnerable
Thick	Thin	Wane	Wax
Tie	Untie	War	Peace
Tight	Loose	Weak	Strong
Timid	Bold	Weakness	Strength
Timidity	Boldness	Weal	Woe
Tragedy	Comedy	Wicked	Noble
Tragic	Comic	Wide	Narrow
Triumph	Fail	Win	Lose
True	False	Wisdom	Folly
Truth	Falsehood	Wise	Foolish
Ugliness	Beauty	Worry	Comfort
Ugly	Beautiful	Worse	Better
Uniform	Varied	Worst	Best
Unity	Diversity	Worthy	Unworthy
Urban	Rural	Wrong	Right
Useful	Useless	Young	Old
Vacant	Occupied	Youth	Age
Vain	Humble	Zenith	Nadir
Valid	Invalid		

EXERCISES

EXERCISE 1

Write the antonyms of the following words—

Above, Cowardice, Ugly, Behave, Arrival.

EXERCISE 2

Write the antonyms of the following words—

Success, Dangerous, Legible, Equal, Cause.

EXERCISE 3

Write the antonyms of the following words—

Early, Fortunate, Fine, Remember, Friendly.

EXERCISE 4

Write the antonyms of the following words—

Front, Grace, Innocent, Hope, Guest.

EXERCISE 5

Write the antonyms of the following words—

Export, Boring, Gloomy, Guide, Best.

EXERCISE 6

Write the antonyms of the following words—
Modern, Less, Make, Ignorance, Own.

EXERCISE 7

Write the antonyms of the following words—
Riches, Offend, Omit, Humble, Sale.

EXERCISE 8

Write the antonyms of the following words—
Fall, Danger, Simple, Ripe, Real.

EXERCISE 9

Write the antonyms of the following words—
Answer, Pure, Smile, Victory, Wicked.

EXERCISE 10

Write the antonyms of the following words—
Broad, Peace, Loss, Virtue, Unity.

EXERCISE**ANTONYMS****(Objectives/Multiple Choice Questions)**

Q. Below are given some words followed by four answers. Tick the answer which you believe gives antonym (*the opposite meaning of the word*).

- Zest**
(a) morose (b) bright (c) intelligence (d) irritation
- Impious**
(a) holy (b) mischievous (c) shrewd (d) diplomatic
- Stigma**
(a) obstinacy (b) honour (c) disgrace (d) vision
- Salient**
(a) chief (b) insignificant (c) lend (d) supernatural
- Redundance**
(a) paucity (b) bare (c) rejection (d) crucial
- Facilitate**
(a) to hinder (b) to recommend (c) to serve (d) to correct
- Opponent**
(a) freedom (b) liberation (c) restraint (d) auxiliary
- Zenith**
(a) colossal (b) weak (c) nadir (d) break
- Aromatic**
(a) reeking (b) unscrupulous (c) assist (d) mean
- Augment**
(a) atone (b) decrease (c) irregular (d) ugly
- Toxic**
(a) harmless (b) swollen (c) insulting (d) tonic
- Titanic**
(a) early (b) puny (c) silence (d) balance

13. **Lucrative**
(a) happy (b) illegal (c) unprofitable (d) unkempt
14. **Impair**
(a) strengthen (b) injure (c) repair (d) spread
15. **Infuse**
(a) enforce (b) extract (c) enrich (d) ignore
16. **Endear**
(a) cheap (b) attach (c) alienate (d) help
17. **Mellifluous**
(a) mutual (b) common (c) hoarse (d) contented
18. **Juvenile**
(a) senile (b) trope (c) delinquent (d) kneel
19. **Abridge**
(a) summarise (b) dilate (c) over-bridge (d) curb
20. **Benign**
(a) novice (b) sympathetic (c) malignant (d) beginning
21. **Curb**
(a) help (b) incite (c) restrain (d) aggravate
22. **Complaint**
(a) obliging (b) inhabitant (c) misfit (d) recalcitrant
23. **Cryptic**
(a) wail (b) manifest (c) underground (d) rude
24. **Debonair**
(a) unelegant (b) safe (c) fashionable (d) fresh
25. **Delicious**
(a) pleasant (b) odious (c) sweet (d) none of the above
26. **Diligent**
(a) careful (b) lazy (c) intelligent (d) harmless
27. **Emerge**
(a) disappear (b) outcome (c) appear (d) none of the above
28. **Fickle**
(a) steadfast (b) independent (c) permanent (d) silly
29. **Fetish**
(a) object of love (b) object of hate (c) object of harm (d) object of dispute
30. **Garrulous**
(a) pabulum (b) prolific (c) phlegmatic (d) parliamentary
31. **Graceful**
(a) awkward (b) ugly (c) slim (d) kind
32. **Grip**
(a) release (b) fight (c) hold (d) stretch
33. **Inborn**
(a) acquired (b) congenial (c) outborn (d) snatched
34. **Impede**
(a) hinder (b) expedite (c) insect (d) stop
35. **Imply**
(a) declare (b) denote (c) hint (d) none of the above

36. Keen
(a) dull (b) edge (c) sharp (d) weak
37. Nervous
(a) agitated (b) fearless (c) shaky (d) timorous
38. Oversight
(a) omission (b) observation (c) inattention (d) none of the above
39. Pacify
(a) calm (b) irritate (c) quarrel (d) none of the above
40. Prototype
(a) favour (b) canvass (c) repeat (d) duplicate
41. Robust
(a) automatic (b) weak (c) restored (d) none of the above
42. Rejoice
(a) lament (b) make merry (c) dance (d) hate
43. Repeal
(a) annual (b) revoke (c) cancel (d) apply
44. Unanimous
(a) concordant (b) discordant (c) unity (d) none of the above
45. Vain
(a) majestic (b) useless (c) modest (d) boasting
46. Violent
(a) impetuous (b) placid (c) ruthless (d) none of the above
47. Vital
(a) trivial (b) essential (c) significant (d) none of the above
48. Worthy
(a) despicable (b) laudable (c) bad (d) foolish
49. Yield
(a) withhold (b) abandon (c) denounce (d) distribute
50. Vibrant
(a) dull (b) lively (c) bright (d) none of the above

ANSWERS

- | | | | | |
|---------|---------|---------|---------|---------|
| 1. (a) | 2. (a) | 3. (b) | 4. (b) | 5. (a) |
| 6. (a) | 7. (d) | 8. (c) | 9. (a) | 10. (b) |
| 11. (a) | 12. (b) | 13. (c) | 14. (a) | 15. (b) |
| 16. (c) | 17. (c) | 18. (b) | 19. (b) | 20. (c) |
| 21. (b) | 22. (d) | 23. (b) | 24. (a) | 25. (b) |
| 26. (b) | 27. (a) | 28. (a) | 29. (b) | 30. (c) |
| 31. (a) | 32. (a) | 33. (a) | 34. (b) | 35. (a) |
| 36. (a) | 37. (b) | 38. (b) | 39. (b) | 40. (d) |
| 41. (b) | 42. (a) | 43. (d) | 44. (b) | 45. (c) |
| 46. (b) | 47. (a) | 48. (a) | 49. (a) | 50. (a) |

3. ONE WORD SUBSTITUTION

1. Washing of the hands or the body as an act of religion (प्रक्षालन/पावनस्नान)	Ablution
2. Giving birth before the right time (गर्भपात/गर्भस्त्राव)	Abortion
3. Setting a person free after declaring him innocent	Acquittal
4. Period of life between childhood and maturity (किशोरावस्था)	Adolescence
5. A list of things to be done or discussed at a meeting (कार्यसूची)	Agenda
6. A person who believes that nothing can be known about God (अज्ञेयवादी)	Agnostic
7. A person who wants to covert baser metals into gold	Alchemist
8. A person who belongs to another country (अन्य देशीय/विदेशी)	Alien
9. A mixture of different metals (मिश्रित धातु)	Alloy
10. A person who does something only for pleasure and not for money (शौकीन/अव्यवसायी)	Amateur
11. That which has more than one meaning (द्व्यर्थक कथन/संदिग्ध)	Ambiguous
12. A van for carrying patients (रोगीवाहन)	Ambulance
13. Lack of enough blood causing paleness (रक्तक्षीणता)	Anaemia
14. Lack of government, law and order (अराजकता)	Anarchy
15. Parents of our parents (पूर्वज)	Ancestors or Forefathers
16. Belonging to times long past (प्राचीन)	Ancient
17. That which has got life (सजीव)	Animate
18. A short, interesting or amusing story about a real person or event. (किस्सा/उपाख्यान)	Anecdote
19. A day of celebration coming after a year (वर्षगांठ)	Anniversary
20. Happening every year (वार्षिक)	Annual
21. Without the name of the writer or author (गुमनाम)	Anonymous
22. A medicine used against poison (विषनाशक औषधि)	Antidote
23. That which prevents the growth of germs in a wound (रोगाणुरोधक)	Antiseptic
24. Praise expressed by clapping the hands	Applause
25. One bound to another to learn a trade or art (शिक्षार्थी/नौसिखिया)	Apprentice
26. A person appointed by two parties to settle a dispute (पट्ट/मध्यस्थ)	Arbitrator, Arbiter
27. A government by persons of the highest social rank (अभिजाततन्त्र)	Aristocracy
28. Money that remains unpaid (बकाया)	Arrears
29. Of animals living in water (जलचर)	Aquatic
30. A traveller through outer space (अन्तरिक्ष यात्री)	Astronaut
31. One who leads a hard life of self-discipline for religious reasons (तापस/योगी/संन्यासी)	Ascetic
32. One who believes that there is no God (नास्तिक)	Atheist
33. A word opposite in meaning to another (विपरीतार्थक)	Antonym
34. That which can be heard (श्रव्य)	Audible

35. Life story of a person written by himself (आत्मकथा)
36. Government by one man having unlimited powers (एकतन्त्र)
37. Too much greed for money (लोलुपता)
38. A place for keeping birds (पक्षीशाला)
39. Flying in aircraft (विमानन)
40. An unmarried man (अविवाहित)
41. One who talks ill of others in their absence (पिशुन)
42. A place where bread and cakes are made
43. Having no hair on the head (खल्वाट/गंजा)
44. A song or poem that tells an old story
45. One who cannot pay his debts (दिवालिया)
46. A woman who cannot produce children (वन्ध्या)
47. A child born of parents not married (जारज/हरामी)
48. One who gives help or benefit to another (उपकारक)
49. A list of books by one author or on one subject (ग्रन्थ सूची)
50. Having two husbands or wives at a time (द्विविवाह)
51. Life-story of a person (जीवनगाथा)
52. A blind follower of a religion or party (धर्मान्ध)
53. A bird or animal with two feet
54. Insulting God and sacred things (ईश निन्दा)
55. Science of plants and vegetable life (वनस्पति विज्ञान)
56. Science of life and living things (जीव विज्ञान)
57. A person of the shop-keeping middle class (मध्यवर्गीय)
58. Place where women sell their body (वेश्यालय)
59. A government by officials (दफ्तरशाही)
60. A table of the days, weeks and months of a year (पंचांग)
61. Not caring for the suffering of others (कठोर हृदय)
62. One who eats human flesh (नरभक्षी)
63. A vote which decides the matter (निर्णायक मत)
64. A systematic list of books in a library (सूची पत्र)
65. Soldiers who fight on horseback (अश्वारोही)
66. One who has taken an oath not to marry (ब्रह्मचारी)
67. Area of land where the dead are buried (कब्रिस्तान)
68. Pertaining to a hundred years (शताब्दी/शतवार्षिकी)
69. One who is a hundred years old (शतायु)
70. A period of a hundred years (शताब्दी)
71. Union of political parties for a special purpose
72. The policy of 'live and let live' (सह-अस्तित्व)
73. Two or more things happening together by chance
74. Persons working together (सहकर्मी)
75. A play full of fun and laughter (सुखान्त नाटक/कामदी)
76. A place where two rivers meet (संगम/पत्तन)
77. A device or drug which prevents pregnancy (गर्भ निरोधक)
78. Persons living at the same time (समकालीन)
79. Persons belonging to the same religion (सहधर्मो)

Autobiography
Autocracy
Avarice
Aviary
Aviation
Bachelor
Backbiter
Bakery
Bald
Ballad or insolvent
Bankrupt
Barren/Sterile
Bastard
Benefactor
Bibliography
Bigamy
Biography
Bigot
Biped
Blasphemy
Botany
Biology
Bourgeois
Brothel
Bureaucracy
Calendar
Callous
Cannibal
Casting-vote
Catalogue
Cavalier
Celibate
Cemetery
Centenary
Centenarian
Century
Coalition
Co-existence
Coincidence
Colleagues
Comedy
Confluence
Contraceptive
Contemporaries
Co-religionists

80. Dead body of a human being (लाश, मृतक व्यक्ति)	Corpse
81. That which can be corrected (संशोधनीय)	Corrigible
82. Recovering from illness (स्वास्थ्य-लाभ)	Covalescence
83. Which can be understood fully (बोधगम्य)	Comprehensible
84. (A disease) present from birth (जन्मजात रोग)	Congenital
85. Which catches fire and burns easily (दहनशील)	Combustible
86. A person or party opposed to change (रूढ़िवादी)	Conservative
87. A person held guilty and punished by court (अपराधी)	Convict
88. One who loves all countries of the world (विश्व नागरिक)	Cosmopolitan
89. That which can be believed (विश्वसनीय)	Credible
90. One who believes things very easily (आशुविश्वासी)	Credulous
91. Pertaining to cooking or the kitchen (पाक/खाद्य)	Culinary
92. Tools, like knives, used for cutting (छुरी-काँटा)	Cutlery
93. A person or thing that attracts everyone's attention (आकर्षण बिन्दु)	Cynosure
94. One who pays too much attention to dress (छैला/बांका)	Dandy
95. A period of ten years (दशक)	Decade
96. Attack on the good reputation of a person (मानहानि)	Defamation
97. Government of the people, by the people and for the people (लोकतन्त्र)	Democracy
98. A cruel ruler with unlimited powers (तानाशाह)	Despot
99. To go from bad to worse (बिगड़ना)	Deteriorate
100. To find the nature of a disease (निदान करना)	Diagnose
101. Form of a language used in a part of a country or by a class of people (बोली)	Dialect
102. To go away from the main subject (विषयान्तर होना)	Digress
103. A place for criminals in a court (कटघरा)	Dock
104. Place where a person lives permanently (निवास स्थान)	Domicile
105. A match or game in which no party wins	Drawn
106. Likely to last long (चिरस्थायी/पक्का)	Durable
107. A man small in size (बामन/बौना)	Dwarf
108. One having strange habits (सनकी/लहरी)	Eccentric
109. Fit to be eaten (खाद्य/भोज्य)	Edible
110. A person who talks or thinks too much of himself (अहंमन्य/स्वार्थी)	Egoist
111. To describe in detail (सविस्तार प्रतिपादित करना)	Elaborate
112. Fit to be chosen (पात्र)	Eligible
113. To go out of one's own country (उत्प्रवास करना)	Emigrate
114. To lay stress on something (बल देना)	Emphasize
115. To throw light on a subject (प्रकाश डालना)	Elucidate
116. A book giving information about every branch of knowledge (विश्व कोश)	Encyclopaedia
117. One who believes in 'eat, drink and be merry' (सुखवादी/चार्वाकी)	Epicurean or Hedonist
118. A disease which spreads among many people (महामारी)	Epidemic
119. Words written on the grave of a person (समाधि लेख)	Epitaph
120. Imaginary line round the earth at an equal distance from the North and South Poles (भूमध्य रेखा)	Equator
121. When day and night are of equal length (विषुव/सायन)	Equinox
122. Having a double meaning (द्वयर्थक/संदिग्ध)	Equivocal

123. To pull up by the roots (निर्मूलन करना)	Eradicate
124. Dealing with sexual love (कामोदीपक/भृङ्गारात्मक)	Erotic
125. Practice of getting secret information (जासूसी/गुप्तचर्या)	Espionage
126. Rules of formal behaviour in society (शिष्टाचार)	Etiquette
127. To make a mountain of a mole hill (अतिशयोक्ति करना)	Exaggerate
128. To dig the earth to find something (खुदाई करना)	Excavate
129. To give one thing and get another in return (विनिमय)	Exchange
130. That which can be explained (व्याख्येय)	Explicable
131. Without previous thought or preparation (तत्काल प्रस्तुत/आशु/बिना तैयारी का भाषण)	Extempore or Impromptu
132. No longer in existence (विलुप्त)	Extinct
133. In the habit of wasting money (अपव्ययी)	Extravagant
134. A person who takes interest in things around him (बहिर्मुखी)	Extrovert
135. To make something easy (सुसाध्य बनाना)	Facilitate
136. Liable to make mistakes (भ्रमशील)	Fallible
137. That which results or ends in death (घातक)	Fatal
138. One who believes in fate (भाग्यवादी)	Fatalist
139. One who has too much religious enthusiasm (कट्टर)	Fanatic or Bigot
140. Difficult to please (दुस्तोष्णीय)	Fastidious
141. That which can be done (शक्य/साध्य)	Feasible
142. One who supports the cause of women (नारीवादी)	Feminist
143. Used in courts of law (न्यायालयीय/अदालती)	Forensic
144. Copying signature etc. in order to deceive (420) (जाली हस्ताक्षर)	Forgery
145. According to rules and customs (औपचारिक)	Formal
146. Killing one's brother (भ्रातृ हत्या)	Fratricide
147. Money charged for goods transported by ships, aeroplanes, or trains (माल भाड़ा)	Freight
148. A person having extraordinary mental powers (प्रतिभा सम्पन्न)	Genius or Prodigy
149. Mass murder of a race or community (जाति संहार)	Genocide
150. Medicine which kills germs (रोगाणुनाशी)	Germicide
151. One who works as a connecting link between two persons or parties (मध्यस्थ/विचौलिया)	Go-between
152. A person who eats too much (पेटू)	Glutton
153. A woman employed to teach young children in a private family (शिक्षिका)	Governess
154. Gift of money given to an employee on retirement (आनुतोषिक)	Gratuity
155. (Animals) living on grass (ग्रासभक्षी)	Graminivorous
156. A store house of grain (अन्न भण्डार/धान्यागार)	Granary
157. (Animals) living in groups (यूथचारी)	Gregarious
158. A group of trees (वनी/उपवन)	Grove
159. One who can be easily cheated or deceived (भोला-भाला)	Gullible
160. Coming down from parents to children (वंशानुगत)	Hereditary
161. A person living alone (एकान्तवासी)	Hermit
162. Killing of human beings (नर हत्या)	Homicide
163. (A job etc.) for which no money is paid (अवैतनिक)	Honorary
164. Meeting point of the earth and sky (क्षितिज)	Horizon
165. Entertaining guests kindly (अतिथि सेवी/आतिथेय)	Hospitable

166. One who works for the welfare of all human beings (लोकोपकारी)	Humanitarian
167. Dishonest behaviour or talk that is intended to deceive people (छल-कपट/गप्प)	Humbug
168. One who makes a false show of virtue or goodness (दम्भी)	Hypocrite
169. Knowing nothing (अज्ञानी/अज्ञ)	Ignorant/Ignoramus
170. Against law (अवैध)	Illegal
171. Difficult or impossible to read (अपाद्य/अस्पष्ट)	Illegible
172. Unable to read or write (निरक्षर)	Illiterate
173. Forbidden by law (गैर-कानूनी)	Illicit
174. Existing only in the mind (काल्पनिक)	Imaginary
175. Going back beyond the reach of memory (अति प्राचीन)	Immemorial
176. To come into a country to settle (अप्रवासी)	Immigrant
177. Likely to happen soon (सन्निकट/आसन्न)	Imminent
178. Not favouring anyone (निष्पक्ष)	Impartial
179. Not sorry for or ashamed of one's misdoings (ढीठ/गुस्ताख)	Impertinent or Insolent
180. Incapable of being passed through or penetrated (अभेद्य/अपारगम्य)	Impervious
181. Which cannot be put into practice (अव्यावहारिक)	Impracticable
182. Freedom from punishment (दण्ड मुक्ति)	Impunity
183. That which cannot be reached or approached (अगम्य)	Inaccessible
184. That which cannot be calculated (गणनातीत)	Incalculable
185. That which cannot be heard (अश्रव्य)	Inaudible
186. Having no life (निर्जीव)	Inanimate
187. That which encourages one to do something (प्रेरक)	Incentive
188. In an early stage (आरम्भिक)	Incipient
189. That which cannot be corrected (असुधार्य)	Incorrigible
190. That which cannot be corrupted (सच्चरित्र/ईमानदार)	Incorruptible
191. That which cannot be believed (अविश्वसनीय)	Incredible
192. That which cannot be cured (असाध्य)	Incurable
193. (One) who does not get tired (अथक/अश्रान्त)	Indefatigable
194. That which cannot be rubbed off (अमिट)	Indelible
195. That which cannot be described (वर्णनातीत)	Indescribable
196. That which cannot be destroyed (अनश्वर)	Indestructible
197. That which cannot be digested (अपाच्य)	Indigestible
198. What we cannot do without/absolutely essential (अपरिहार्य)	Indispensable
199. Working very hard (परिश्रमी)	Industrious
200. Not fit to be eaten (अभक्ष्य)	Inedible
201. Not fit to be chosen (अपात्र)	Ineligible
202. Without power to move or act (जड़/अकर्मण्य)	Inert
203. Which cannot be avoided (अपरिहार्य)	Inevitable
204. Which cannot be excused (अक्षम्य)	Inexcusable
205. Which cannot be explained (अबोधगम्य)	Inexplicable
206. Which cannot be expressed in words (अकथनीय)	Inexpressible
207. (One) who cannot make mistakes (भ्रमातीत)	Infallible
208. (Disease) which spreads through the air (संक्रामक)	Infectious/Contagious
209. Which catches fire very easily (ज्वलनशील)	Inflammable

210. Which cannot be copied or imitated (अनुकरणीय)	Inimitable
211. Too large in number (असंख्य)	Innumerable
212. Eager to know or learn (जिज्ञासु)	Inquisitive
213. That which cannot be satisfied (अतोषणीय/अतिलोभी)	Insatiable
214. That which cannot be known (रहस्यमय/अतर्क्य)	Inscrutable
215. Doing harm secretly (कपटपूर्ण/घातक)	Insidious
216. One who cannot pay debts (दिवालिया)	Insolvent or Bankrupt
217. Which cannot be touched (अस्पर्शगम्य/अतिसूक्ष्म)	Intangible
218. Which can be easily understood (सुबोधगम्य)	Intelligible
219. Done on purpose (साभिप्राय)	Intentional/Deliberate
220. One who immediately translates words spoken in another language (दुभाषिया/व्याख्याता)	Interpreter
221. Which cannot be tolerated (असह्य)	Intolerable
222. Which cannot be defeated (अजेय)	Invincible
223. Which cannot be seen (अदृश्य)	Invisible
224. Not to the point (असंगत)	Irrelevant
225. Which cannot be repaired (अपूरणीय)	Irreparable
226. Which cannot be resisted (अत्यन्त सम्मोहक)	Irresistible
227. (A step or decision) from which there is no going back (अपरिवर्तनीय)	Irrevocable
228. One who is easily annoyed (चिड़चिड़ा)	Irritable or Irascible or Peevish
229. Going from place to place (सैलानी/परिभ्रामी)	Itinerant
230. (Medicine) which loosens the bowels	Laxative
231. A common man without professional knowledge (सामान्य जन)	Layman
232. A book in which accounts are kept (खाता-बही)	Ledger
233. Anything that a person gets after the death of another person (पैतृक सम्पत्ति/बपौती)	Legacy
234. Connected with law (कानूनी)	Legal
235. A law making body (विधानमण्डल)	Legislature
236. A person who compiles a dictionary (कोषकार)	Lexicographer
237. A person who leads an immoral life with women (लम्पट)	Libertine or Licentious
238. A person skilled in languages or linguistics (भाषा शास्त्री)	Linguist
239. Word for word (translation) (शाब्दिक/अक्षरशः)	Literal
240. Fighting cases in a court of law (मुकद्दमेबाजी)	Litigation
241. Ability to read and write (साक्षरता)	Literacy
242. Way in which one earns money (आजीविका)	Livelihood
243. A railway engine (इंजन)	Locomotive
244. (Handwriting) which can be read without difficulty (सुपाठ्य/स्पष्ट)	Legible
245. (Water etc.) neither hot nor cold (कुनकुना/कोसा)	Lukewarm
246. Song for sending a baby to sleep (लोरी)	Lullaby
247. Of the moon (चन्द्र)	Lunar
248. A mid-day meal	Lunch
249. Rich and sweet in taste and smell (सुस्वादु)	Luscious
250. A speech made for the first time (प्रथम भाषण)	Maiden speech
251. Animals that feed their young ones with milk from the breast (स्तनपायी)	Mammals
252. The god of wealth and greed (कुबेर)	Mammon
253. Order from a superior given with authority (आदेश)	Mandate
254. Care of the hands and finger-nails (नख प्रसाधन)	Manicure

255. A declaration of principles and policies by a party (घोषणा-पत्र) **Manifesto**
256. (Labour) done with the hands (शारीरिक श्रम) **Manual**
257. A long distance race (लम्बी दौड़) **Marathon**
258. Belonging to the sea (समुद्रीय/जहाजी) **Marine**
259. Something written by hand (पाण्डुलिपि) **Manuscript**
260. A person who is strict about discipline (कठोर अनुशासक) **Martinet or Disciplinarian**
261. A person who lays down his life for a great cause (शहीद) **Martyr**
262. Cruel killing of a large number of defenceless people (हत्याकाण्ड) **Massacre**
263. A show held in the afternoon (अपराह्न का खेल) **Matinee**
264. A woman as head of a family or tribe (कुल माता) **Matriarch**
265. Killing of one's own mother (मातृहत्या) **Matricide**
266. That which has no match or equal (अद्वितीय) **Matchless**
267. Neither very good nor very bad (मध्यम/साधारण) **Mediocre**
268. Soft and sweet in taste (परिपक्व) **Mellow**
269. Fit to be remembered (स्मरणीय) **Memorable**
270. Pertaining to servants (भृत्योचित) **Menial**
271. Pertaining to trade and merchants (व्यापारिक) **Mercantile**
272. Working only for money (धनलोलुप/भाड़े का सिपाही) **Mercenary**
273. Goods bought and sold for gain (माल/सौदा) **Merchandise**
274. Deserving praise, honour or reward (स्तुत्य) **Meritorious**
275. A sea-woman having the body of a woman and the tail of a fish (मत्स्य कन्या) **Mermaid**
276. An important city of a country (महानगर) **Metropolis**
277. An instrument which makes small things look bigger (खुर्दबीन) **Microscope**
278. (Birds) which come and go with seasons (प्रवासी) **Migratory**
279. A person who has lakhs of rupees (लखपति) **Millionaire**
280. A small copy or model for anything (लघु रूप) **Miniature**
281. To reduce to the smallest possible amount or degree **Minimize**
282. Place where coins are made (टकसाल) **Mint**
283. An act or event which causes wonder (चमत्कार) **Miracle**
284. The illusion of sand seeming water in a desert (मृगमरीचिका) **Mirage**
285. One who hates mankind (मानवद्वेषी) **Misanthrope**
286. Wrong use of a name or word (अयथार्थ नाम) **Misnomer**
287. A hater of women (नारी-द्वेषी) **Misogynist**
288. Of the present or recent times (आधुनिक) **Modern**
289. Marriage with one person at a time (एक विवाह) **Monogamy**
290. The sole right to supply something (एकाधिकार) **Monopoly**
291. Dull because of repetition (नीरस) **Monotonous**
292. A building or statue which keeps alive the memory of a person (स्मारक) **Monument**
293. A preserved dead body (परिरक्षित शव) **Mummy**
294. A place where curious things of art, science and history are kept (अजायबघर) **Museum**
295. Open rebellion of soldiers against lawful authority (सैन्यद्रोह) **Mutiny**
296. An imaginary story or belief (पौराणिक कथा) **Myth**
297. A person with the same name as another (समनाम) **Namesake**
298. A piece of cloth used at meals for protecting clothing and wiping the lips (नैपकिन/तौलिया) **Napkin**

299. A drug that causes sleep (स्वापक)	Narcotic
300. Not fit to be considered (नगण्य)	Negligible
301. To settle by discussion (बातचीत करना)	Negotiate
302. Giving special favour to one's relatives (भाई-भतीजावाद)	Nepotism
303. Helping neither side in a war or quarrel (तटस्थ)	Neutral
304. A name given to a person to tease him (उपनाम)	Nickname
305. Belief in nothing (शून्यवाद)	Nihilism
306. Happening or done at night (रात्रिक/नैश)	Nocturnal
307. Widely known for something bad (कुख्यात)	Notorious
308. One who believes in nakedness (नग्नवादी)	Nudist
309. One who is new in something (नवदीक्षित/नौसिखिया)	Novice
310. Having high food value (पौष्टिक)	Nutritious
311. A person or thing that causes trouble (कण्टक/उपद्रव)	Nuisance
312. A printed notice about somebody's death (निधन सूचना)	Obituary
313. No longer in use or fashion (अप्रचलित)	Obsolete
314. Happening from time to time (यदा-कदा)	Occasional
315. Duty levied on goods brought into a town (चुंगी)	Octroi
316. A figure with eight sides and angles (अष्टभुज)	Octagon
317. A person in his eighties (अशीति-वर्षीय)	Octogenarian
318. An eight-footed animal (अष्टपाद)	Octopede
319. Too ready or willing to offer advice or help, or use one's authority	Officious
320. Government by a small group of persons (अल्पतन्त्र)	Oligarchy
321. Having great or absolute power (सर्वशक्तिमान)	Omnipotent
322. Present everywhere (सर्वव्यापक)	Omnipresent
323. Knowing everything (सर्वज्ञ)	Omniscient
324. (One) who eats everything (सर्वभक्षी)	Omnivorous
325. Through which light cannot pass (अपारदर्शी)	Opaque
326. Of the eyes (दृष्टि सम्बन्धी)	Optical
327. One who makes or sells glasses etc. for the eyes (चश्माफरोश)	Optician
328. One who looks upon the bright side of things (आशावादी)	Optimist
329. One who is expert in making speeches (सुवक्ता)	Orator
330. A trial or test which is as hard as passing through fire (अग्नि परीक्षा)	Ordeal
331. A child whose parents have died (अनाथ)	Orphan
332. A house for orphans (अनाथालय)	Orphanage
333. Believing in old accepted ideas (रूढ़िवादी)	Orthodox
334. To banish or shut out a person from society (जाति बहिष्कृत करना)	Ostracize or Excommunicate
335. Borders or outlying parts of a town or city (नगरोपान्त)	Outskirts or Suburbs
336. A warm and enthusiastic welcome (जयजयकार)	Ovation
337. To examine something inside out (पूरी मुरम्मत करना)	Overhaul
338. To hear something without the knowledge of the speaker (छिपकर सुन लेना)	Overhear
339. One who loves peace and hates war (शान्तिवादी)	Pacifist
340. One who tells the future by reading the palm of a person (कर सामुद्रिक/हस्तरेखाशास्त्री)	Palmist
341. A remedy for all diseases or troubles (रामबाण दवा)	Panacea
342. Sudden fear which spreads like wild fire (आतंक/भगदड़)	Panic

343. Something like an umbrella used for jumping from an aircraft	Parachute
344. A statement which seems false but is really true/ An apparent contradiction (विरोधाभास)	Paradox
345. One who lives or depends on others (परपिण्डभोगी/पराश्रित)	Parasite
346. An umbrella used by ladies as a shade from the sun	Parasol
347. Murder or murderer of one's own father (पितृ हन्ता)	Patricide or Parricide
348. Property inherited from forefathers (पैतृक सम्पत्ति)	Patrimony
349. One who gives help or support (आश्रयदाता)	Patron
350. One who is extremely poor and helpless (अकिञ्चन)	Pauper
351. One who walks on foot (पदगामी)	Pedestrian
352. Without money (कंगाल)	Penniless
353. One who looks on the dark side of things (निराशावादी)	Pessimist
354. A person of material outlook indifferent to culture (विषयासक्त)	Philistine
355. One who loves and helps mankind (लोकोपकारी)	Philanthropist
356. Interest in collecting stamps (टिकट-संग्रहण)	Philately
357. One interested in collecting stamps (टिकट-संग्रही)	Philatelist
358. The art of judging character from the face (face as the index of mind) (आकृति विज्ञान)	Physiognomy
359. Natural constitution of a person (डील-डौल)	Physique
360. A writer who takes and uses the words and ideas of another (साहित्यिक चोर)	Plagiarist
361. (A wife) having many husbands at a time (बहु-पतित्व)	Polyandry
362. (A husband) having many wives at a time (बहु-विवाह प्रथा)	Polygamy
363. Dealing with many arts or trades (बहुशिल्प)	Polytechnic
364. Loved and liked by the people (लोकप्रिय)	Popular
365. (A city) full of people (घनी आबादी वाला)	Populous
366. Which can be carried about easily (सुवाह्य)	Portable
367. Coming generations (भावी पीढ़ियाँ)	Posterity
368. (A child) born after the death of its father (मरणोत्तर)	Posthumous
369. (Medical Examination) after death (शव-परीक्षा)	Post-mortem
370. Whatever can be put into practice (व्यवहार्य)	Practicable
371. An incident which serves as an example in future (पूर्वोदाहरण)	Precedent
372. (A person) having the mind developed at an early age (होनहार)	Precocious/Promising
373. One who has been before another in any office or position (पूर्ववर्ती)	Predecessor
374. A sign or feeling of what is going to happen (पूर्व-सूचना/चेतावनी)	Premonition or Presentiment or Prognostication
375. Belonging to the earliest times (आदिकालीन)	Primitive
376. A right enjoyed only by a few (विशेषाधिकार)	Privilege
377. Forbidding by law the making or sale of wine (मद्य निषेध)	Prohibition
378. One inspired by God to warn and teach mankind (पैगम्बर)	Prophet
379. A woman who sells her body (वेश्या)	Prostitute or Harlot
380. A fictitious name used by an author (छद्मनाम)	Pseudonym
381. The science of the mind (मनोविज्ञान)	Psychology
382. A pile of wood for burning the dead (चिता)	Pyre
383. A doctor who has little knowledge of medicine (नीम-हकीम)	Quack or Mountebank
384. A figure with four sides and angles (चतुर्भुज)	Quadrangle

385. A four-footed animal (चौपाया)
 386. Four babies born at a time (चतुष्क)
 387. Place from where we get stone or slate (खुली खान)
 388. Once after every three months (त्रैमासिक)
 389. A line of people waiting for their turn (कतार)
 390. One who is frequently complaining or peevish (शिकायती)
 391. Five babies etc. born at a time (पंचक)
 392. Five hundredth anniversary (पञ्चशती)
 393. A general knowledge test (प्रश्नोत्तरी)
 394. The minimum number required at a meeting to start business (कोरम)
 395. Able to reason and think logically (बुद्धि सम्पन्न)
 396. To talk like a mad man (प्रलाप करना)
 397. A formula to prepare some dish or medicine (नुस्खा)
 398. Given and received in return (पारस्परिक)
 399. Official delay because of formality (लालफीता)
 400. The murder of a king (राज हत्या)
 401. To make or become young again (पुनर्युवा बनाना)
 402. A token of memory preserved after the death of a saint (अवशेष)
 403. Recalling of past experiences (संस्मरण)
 404. Payment for work (पारिश्रमिक)
 405. A place appointed for meeting (मिलन स्थान)
 406. That which can be repaired (मरम्मत योग्य)
 407. Sending or bringing back somebody to his own country (स्वदेश प्रत्यावर्तन)
 408. An animal that creeps or crawls (सरीसृप)
 409. Tit for tat (प्रतिकार/प्रतिशोध)
 410. Speaking very little (अल्पभाषी)
 411. With reference to the past (अनुदर्शी)
 412. Which can be turned inside out (उलटवाँ)
 413. (A style) which aims at impressing and persuading people (आलंकारिक)
 414. Similar sound at the end of two or more lines of poetry (तुक)
 415. A leader of undesirable persons (सरदार)
 416. Persons trying for the same prize (प्रतिद्वन्द्वी)
 417. A string of beads for prayer (जपमाला)
 418. A report which is not based on truth (अफवाह)
 419. Fit for sale (विक्रेय)
 420. Clinic where patients suffering or recovering from a long illness are treated (आरोग्य-आश्रम)
 421. Which can be satisfied (तृप्य)
 422. A platform for hanging criminals (फाँसी का तख्ता)
 423. A device to frighten away birds
 424. A sacred book of religion (धर्मशास्त्र)
 425. An artist who makes statues of stone (मूर्तिकार)
 426. Having nothing to do with any religion (धर्म निरपेक्ष)
 427. To put apart from the rest

Quadruped
 Quadruplets
 Quarry
 Quarterly
 Queue
 Querulous
 Quintuplets
 Quicentenary
 Quiz
 Quorum
 Rational
 Rave
 Recipe
 Reciprocal
 Red-tape
 Regicide
 Rejuvenate
 Relic
 Reminiscence
 Remuneration
 Rendezvous
 Reparable
 Repatriation
 Reptile
 Retaliation
 Reticent or Taciturn
 Retrospective
 Reversible
 Rhetorical
 Rhyme
 Ring-leader
 Rivals
 Rosary
 Rumour
 Saleable or Salable
 Sanatorium or Sanitarium
 Satiabile
 Scaffold
 Scare-crow
 Scripture
 Sculptor
 Secular
 Segregate

428. A class of students who study and discuss a problem with the help of a teacher (परिसंवाद)	Seminar
429. Suffering from bodily or mental weakness because of old age (जराजीर्ण)	Senile
430. Appealing to the senses (इन्द्रिय ग्राह्य)	Sensuous
431. Easily moved by tender feelings (भावुक)	Sentimental
432. Which can be separated (पृथक्करणीय)	Separable
433. A person in his sixties (साठा)	Sexagenarian
434. A woman who scolds her husband (लड़ाकू स्त्री)	Shrew or Virago
435. Sleep enjoyed in the afternoon (दोपहर का आराम)	Siesta
436. One who signs a document or agreement (हस्ताक्षरकर्ता)	Signatory
437. Comparison of one thing with another (उपमा)	Simile
438. At the same time (युगपत्)	Simultaneous
439. A job with salary but without work (दायित्वहीन पद)	Sinecure
440. A partner in business who does not work	Sleeping Partner
441. A person who learns very slowly (मन्द बुद्धि)	Slow-coach or slowpoke
442. To burn slowly with flame (सुलगना)	Smoulder
443. One who makes a show of superiority (वर्गदम्भी)	Snob
444. That which gets dissolved easily (घुलनशील)	Soluble
445. One who walks in sleep (निद्राचारी)	Somnambulist
446. An old unmarried woman (अविवाहिता)	Spinster
447. Sharp or pointed pieces of a bomb etc.	Splinters
448. One who speaks for others (प्रवक्ता)	Spokesman
449. One who spends money like water (अपव्ययी)	Spendthrift
450. Enclosed area meant for games (स्टेडियम/अखाड़ा)	Stadium
451. Not in motion (स्थिर/अचल)	Stationary
452. A mark of shame (कलंक)	Stigma or Slur
453. One who accepts pain and pleasure with equal thanks (तितिक्षु)	Stoic
454. To kill by squeezing or gripping the throat tightly (गला घोटना)	Strangle or Throttle
455. Women seeking right to vote (स्त्री मताधिकार आन्दोलनकर्त्री)	Suffragette
456. A person or thing that takes the place of another (स्थानापन्न/अनुकल्प)	Substitute
457. Kill one's own self (आत्म हत्या)	Suicide
458. More than is needed (अतिरिक्त/फालतू)	Superfluous
459. Highest in authority (सर्वोपरि)	Supreme
460. Anything that remains after satisfying the needs (अधिशेष)	Surplus
461. A person who remains alive after some event/accident	Survivor
462. Last work before death (अन्तिम कृति)	Swan-song
463. One who flatters important people for gain (चादुकार)	Sycophant
464. A word or a part of a word which can be spoken at one breath (मात्रा)	Syllable
465. Summary of a course of studies (पाठ्यक्रम)	Curriculum/Syllabus
466. Words similar in meaning (समानार्थक शब्द)	Synonym
467. Something forbidden by society or religion (वर्जित)	Taboo
468. One who does not drink wine (मद्यत्यागी)	Teetotaler
469. An instrument which makes distant objects look nearer and larger (दूरबीन)	Telescope
470. One who pays rent for the land, building or house (किराएदार)	Tenant
471. Subject to modification (आजमाइशी और प्रायोगिक)	Tentative

472. Station beyond which a train or bus does not go (अन्तिम स्टेशन)	Terminus
473. One who believes in the existence of God (आस्तिक)	Theist
474. A government by men of religion (धर्म तन्त्र)	Theocracy
475. One who flatters others for gain (खुशामदी टट्टू)	Toady
476. Medicine which gives energy and strength (रसायन)	Tonic
477. A play or story with a sad ending (त्रासदी)	Tragedy
478. Lasting for a short time (अल्प स्थायी)	Transient or Transitory
479. The soul leaving one body and entering another (पुनर्जन्म)	Transmigration
480. Through which light can pass (पारदर्शी)	Transparent
481. To pass through another's land without permission (अनधिकार प्रवेश करना)	Trespass
482. A flag of three colours as that of India (तिरंगा)	Tricolour
483. A thing of no importance (छोटी-सी बात)	Trifle
484. Of no importance (नगण्य)	Trivial
485. Three children born at a time (त्रिक)	Triplets
486. Two children born at a time (जुड़वा)	Twins
487. A child who runs away from school (नागा करने वाला भगौड़ा)	Truant
488. One who changes his party or principles (दल त्यागी/अवसरवादी)	Turncoat
489. A cruel or unjust ruler (नृशंस)	Tyrant
490. With one voice (एकमत से)	Unanimous
491. Which cannot be avoided (अवार्य)	Unavoidable
492. Being the only one of its kind (अद्वितीय)	Unique
493. Found everywhere or concerning all (विश्वजनीन)	Universal
494. Never done or known before (अश्रुतपूर्व और अदृष्टपूर्व)	Unprecedented
495. Which cannot be understood (दुरूह)	Unintelligible
496. One who does not mix in society (असामाजिक)	Unsociable
497. One who has suddenly risen from a low position to a high position (कल का नवाब)	Upstart
498. Which needs quick or prompt action	Urgent
499. Imaginary place or state of things in which everything is perfect (रामराज्य/आदर्श राज)	Utopia
500. One in the habit of wandering (घुमक्कड़)	Vagabond
501. In the nature of farewell (विदाई का)	Valedictory
502. One who eats only vegetables and no meat (शाकाहारी)	Vegetarian
503. Deserving respect because of age (श्रद्धास्पद/पूज्य)	Venerable
504. Using more words than necessary (शब्द बाहुल्य)	Verbose
505. Expert in many things (बहुमुखी)	Versatile
506. Concerned with the diseases of animals	Veterinary
507. The right to reject a decision (निषेधाधिकार)	Veto
508. A wicked man (खल/खलनायक)	Villain
509. A girl a woman who is sexually pure (कुंवारी/साध्वी)	Virgin
510. Having manly qualities or strength etc. (मर्दाना)	Virile
511. That which can be seen (दृष्टिगोचर)	Visible
512. An oral test (मौखिक परीक्षा)	Viva-voce
513. Concerned with the voice (वाचिक)	Vocal
514. One who willingly offers one's services (स्वयं सेवक)	Volunteer
515. A sea-journey in a ship (समुद्री यात्रा)	Voyage

- | | |
|---|------------|
| 516. Which can be wounded or injured (छेद्य/भेद्य) | Vulnerable |
| 517. A place for keeping clothes | Wardrobe |
| 518. Hair on the sides of a man's face | Whisker |
| 519. A wife whose husband has died (विधवा) | Widow |
| 520. A husband whose wife has died (विधुर) | Widower |
| 521. A woman with magical powers (जादूगरनी) | Witch |
| 522. A man with magical powers (जादूगर) | Wizard |
| 523. The yellow part of an egg (ज़रदी) | Yolk |
| 524. The highest point (in the sky) | Zenith |
| 525. A path which turns right and left (टेढ़ा-मेढ़ा) | Zigzag |
| 526. A place where living (esp. wild) animals are kept for exhibition (चिड़ियाघर) | Zoo |
| 527. One who studies animals (प्राणी वैज्ञानिक) | Zoologist |
| 528. The science of animal life (जन्तु विज्ञान) | Zoology |

EXERCISE

ONE-WORD SUBSTITUTION

(Objective/Multiple Choice Questions)

1. A person who can neither read or write.....
 (a) Illiterate (b) Orphan (c) Stoic (d) Linguist
2. A woman whose husband is dead.....
 (a) Martyr (b) Patriot (c) Optimist (d) Widow
3. A minister representing a sovereign or state in a foreign country.....
 (a) Martyr (b) Ambassador (c) Patriot (d) Alien
4. One who defends or is zealous for his country's freedom or rights.....
 (a) Martyr (b) Alien (c) Patriot (d) Ambassador
5. One who makes an eloquent public speech.....
 (a) Orator (b) Linguist (c) Illicit (d) Illiterate
6. One who undergoes penalty of death for sticking to his faith.....
 (a) Martyr (b) Ambassador (c) Patriot (d) Alien
7. One who looks at the bright side of things.....
 (a) Optimist (b) Linguist (c) Illiterate (d) Emissary
8. One who lives on vegetables.....
 (a) Atheist (b) Veteran (c) Vegetarian (d) Fatalist
9. A person who collects fare on a public.....
 (a) Conductor (b) Stoic (c) Orator (d) Linguist
10. Forbidden, prohibited by law.....
 (a) Illiterate (b) Illicit (c) Emissary (d) Immigrant
11. The word which is no longer in use.....
 (a) Manuscript (b) Illicit (c) Dead (d) Obsolete
12. One who walks on foot.....
 (a) Conductor (b) Pedestrian (c) Martyr (d) Posthumous
13. A paper written by hand.....
 (a) Manuscript (b) Eternal (c) Mercenary (d) Martyr
14. An assembly of listeners.....
 (a) Audience (b) Audible (c) Illiterate (d) Armistice

15. A place where young plants are reared.....
 (a) Anarchy (b) Nursery (c) Mortuary (d) Panacea
16. A substance that kills insects.....
 (a) Germicide (b) Panacea (c) Invincible (d) Insecticide
17. That which can not be believed.....
 (a) Unavoidable (b) Inaudible (c) Inexpressible (d) Unbelievable
18. The life history of person written by himself.....
 (a) Anniversary (b) Honorary (c) Autobiography (d) Autocracy
19. Government by the representative of the people.....
 (a) Democracy (b) Nursery (c) Anarchy (d) Bureaucracy
20. That which cannot be seen
 (a) Inaudible (b) Unavoidable (c) Invisible (d) Inadmissible

ANSWERS

- | | | | | |
|---------|---------|---------|---------|---------|
| 1. (a) | 2. (d) | 3. (b) | 4. (c) | 5. (a) |
| 6. (a) | 7. (a) | 8. (c) | 9. (a) | 10. (b) |
| 11. (d) | 12. (b) | 13. (a) | 14. (a) | 15. (b) |
| 16. (d) | 17. (d) | 18. (c) | 19. (a) | 20. (c) |

4. TRANSLATION FROM HINDI TO ENGLISH

Translation like many other arts, is also an art. It requires an intimate knowledge of both the languages concerned. It is not an easy task. It requires much practice and sufficient skill to deal with it. While translating a given passage, the student must understand it exactly and do his best to reproduce the same in the other language. As far as possible, he should not try to omit any essential thought from the given passage or add any unnecessary idea to it. This will spoil the beauty of the translation. English language is a rich language and therefore, accuracy on the part of the student is most needed. He should try to convey the sense and actual meaning of the passage in simple and clear manner.

SOME USEFUL TIPS :

- Students must make sure that they fully understand the meaning, spirit of the given passage.
- They have got to remain close to the given paragraph. They must convey the sense and meaning clearly.
- Idiomatic translation is always better.
- Word for word translation is never correct and acceptable.
- The aim of translation is to retain the sense and the spirit of the given paragraph. Students are free to split or join sentences according to the need of the situation.
- As translation is an art, so it needs persistent practice. Only practice can make a man perfect in the art of translation.
- Students must avoid big, bombastic, thundering and high sounding words.
- Simple, clear, correct and idiomatic expression is always better.
- A rough draft must always be prepared.
- Mistakes of grammar, syntax and spelling must be avoided.

PROBLEM 1. (10 points)

Let $f: \mathbb{R} \rightarrow \mathbb{R}$ be a function defined by $f(x) = x^2 + 2x + 1$.

(a) Find the minimum value of $f(x)$ for $x \in \mathbb{R}$.

(b) Find the maximum value of $f(x)$ for $x \in \mathbb{R}$.

(c) Find the range of $f(x)$ for $x \in \mathbb{R}$.

(d) Find the range of $f(x)$ for $x \in [0, 1]$.

(e) Find the range of $f(x)$ for $x \in [-1, 1]$.

(f) Find the range of $f(x)$ for $x \in [1, 2]$.

(g) Find the range of $f(x)$ for $x \in [-2, 2]$.

(h) Find the range of $f(x)$ for $x \in [2, 3]$.

(i) Find the range of $f(x)$ for $x \in [-3, 3]$.

(j) Find the range of $f(x)$ for $x \in [3, 4]$.

(k) Find the range of $f(x)$ for $x \in [-4, 4]$.

(l) Find the range of $f(x)$ for $x \in [4, 5]$.

(m) Find the range of $f(x)$ for $x \in [-5, 5]$.

(n) Find the range of $f(x)$ for $x \in [5, 6]$.

(o) Find the range of $f(x)$ for $x \in [-6, 6]$.

(p) Find the range of $f(x)$ for $x \in [6, 7]$.

(q) Find the range of $f(x)$ for $x \in [-7, 7]$.

(r) Find the range of $f(x)$ for $x \in [7, 8]$.

(s) Find the range of $f(x)$ for $x \in [-8, 8]$.

(t) Find the range of $f(x)$ for $x \in [8, 9]$.

(u) Find the range of $f(x)$ for $x \in [-9, 9]$.

(v) Find the range of $f(x)$ for $x \in [9, 10]$.

(w) Find the range of $f(x)$ for $x \in [-10, 10]$.

(x) Find the range of $f(x)$ for $x \in [10, 11]$.

(y) Find the range of $f(x)$ for $x \in [-11, 11]$.

(z) Find the range of $f(x)$ for $x \in [11, 12]$.

(aa) Find the range of $f(x)$ for $x \in [-12, 12]$.

(ab) Find the range of $f(x)$ for $x \in [12, 13]$.

(ac) Find the range of $f(x)$ for $x \in [-13, 13]$.

(ad) Find the range of $f(x)$ for $x \in [13, 14]$.

(ae) Find the range of $f(x)$ for $x \in [-14, 14]$.

(af) Find the range of $f(x)$ for $x \in [14, 15]$.

(ag) Find the range of $f(x)$ for $x \in [-15, 15]$.

(ah) Find the range of $f(x)$ for $x \in [15, 16]$.

(ai) Find the range of $f(x)$ for $x \in [-16, 16]$.

(aj) Find the range of $f(x)$ for $x \in [16, 17]$.

(ak) Find the range of $f(x)$ for $x \in [-17, 17]$.

(al) Find the range of $f(x)$ for $x \in [17, 18]$.

(am) Find the range of $f(x)$ for $x \in [-18, 18]$.

(an) Find the range of $f(x)$ for $x \in [18, 19]$.

TENSE REVISION

Formation of Sentences

[Translation from Hindi into English]

TENSE-WISE MODEL SENTENCES

1. PRESENT INDEFINITE TENSE

- Rules :**
1. In this tense, only the first form of the verb is used.
 2. If the subject is third person singular, 's' or 'es' is added to the first form of the verb, otherwise not.
 3. With third person singular subject, 'does not' and in other cases 'do not' is used in negative sentences.
 4. In interrogative sentences, 'Do' or 'Does' is used in the beginning of the sentence.

Model Sentences (Affirmative)

- | | |
|--|-----------------------------------|
| 1. मैं आपको अच्छी तरह जानता हूँ । | I know you very well. |
| 2. सूर्य पूर्व से उदय होता है । | The sun rises in the east. |
| 3. तारे आकाश में चमकते हैं । | The stars shine in the sky. |
| 4. मैं बड़ों का आदर करता हूँ । | I respect the elders. |
| 5. मैं रोज़ सुबह दूध पीता हूँ । | I daily take milk in the morning. |
| 6. मेरे पिता जी कॉलेज में पढ़ाते हैं । | My father teaches in a college. |

Model Sentences (Negative)

- | | |
|---|--|
| 1. गीता गाना नहीं गाती है । | Geeta does not sing a song. |
| 2. वह अंडे नहीं खाती है । | She does not take eggs. |
| 3. आप सुबह जल्दी नहीं उठते हो । | You don't get up early in the morning. |
| 4. सूर्य पश्चिम से नहीं निकलता है । | The sun does not rise in the west. |
| 5. उसका बेटा बहुत शोर नहीं मचाता है । | His son does not make much noise. |
| 6. वह दिन में पंद्रह बार चाय नहीं पीती है । | She does not take tea fifteen times a day. |

Model Sentences (Questions)

- | | |
|---|-------------------------------|
| 1. क्या गीता गाना गाती है ? | Does Geeta sing a song ? |
| 2. क्या गीता गाना नहीं गाती है ? | Does Geeta not sing a song ? |
| 3. क्या मैं आपको अच्छी तरह जानता हूँ ? | Do I know you very well ? |
| 4. क्या मैं आपको अच्छी तरह नहीं जानता हूँ ? | Do I not know you very well ? |

5. क्या तारे आकाश में चमकते हैं ?

Do the stars shine in the sky ?

6. क्या तुम काम से जी चुराते हो ?

Do you shirk work ?

PRESENT CONTINUOUS TENSE

Rules : 1. In this tense, 'is', 'are' or 'am' is used and 'ing' is added to the first form of the verb.

2. 'Is' is used with third person singular subject.

3. 'Am' is used with 'I' as subject.

4. 'Are' is used with all other subjects.

Model Sentences (Affirmative)

1. रोगी अपनी दवाई खा रहा है।

The patient is taking his medicine.

2. हम तालाब में तैर रहे हैं।

We are swimming in the pool.

3. वह मेरा स्वेटर बुन रही है।

She is knitting my sweater.

4. छप्पड़ में मेंढक टरटरा रहे हैं।

Frogs are croaking in the pond.

5. घोड़े हिनहिना रहे हैं।

Horses are neighing.

6. भारत उन्नति कर रहा है।

India is making progress.

Model Sentences (Negative)

1. रोगी अपनी दवाई नहीं खा रहा है।

The patient is not taking his medicine.

2. हम तालाब में तैर नहीं रहे हैं।

We are not swimming in the pool.

3. शेर जंगल में नहीं गर्ज रहा है।

The lion is not roaring in the forest.

4. मूसलाधार बारिश नहीं हो रही है।

It is not raining cats and dogs.

5. हम तालाब में नहीं तैर रहे हैं।

We are not swimming in the pool.

6. माता जी चाय नहीं बना रही हैं।

Mother is not preparing tea.

Model Sentences (Questions)

1. क्या रोगी अपनी दवाई खा रहे हैं ?

Is the patient taking his medicine ?

2. क्या हम तालाब में तैर रहे हैं ?

Are we swimming in the pool ?

3. क्या चपड़ासी घंटी बजा रहा है ?

Is the peon ringing the bell ?

4. क्या आकाश में बिजली चमक रही है ?

Is the lightning flashing in the sky ?

5. क्या पक्षी वृक्षों में चहचहा रहे हैं ?

Are the birds chirping in the trees ?

PRESENT PERFECT TENSE

Rules : 1. In this tense, some action is completed in the present.

2. Third form of the verb is used with 'has' or 'have'.

3. 'Has' is used with third person singular subject. 'Have' is used with other subjects.

4. In interrogative sentences, 'has' or 'have' is used in the beginning of the sentence.

5. In negative sentences, not is used after 'has' or 'have'.

Model Sentences (Affirmative)

- | | |
|--|--|
| 1. वह जुए में सब कुछ हार चुका है। | He has lost everything in gambling. |
| 2. नेता भाषण दे चुका है। | The leader has made a speech. |
| 3. हम सब मित्रों और सम्बन्धियों को आमंत्रित कर चुके हैं। | We have invited all friends and relatives. |
| 4. मेरे भाई ने कई इनाम जीते हैं। | My brother has won many prizes. |
| 5. बुढ़िया मर चुकी है। | The old woman has died. |
| 6. गाड़ी छूट चुकी थी। | The train has left. |

Model Sentences (Negative)

- | | |
|---|---|
| 1. वह जुए में सब कुछ नहीं हार चुका है। | He has not lost everything in gambling. |
| 2. बुढ़िया नहीं मर चुकी है। | The old woman has not/hasn't died. |
| 3. मैंने तुम्हारे भाई को पत्र नहीं लिख दिया है। | I have not written a letter to your brother. |
| 4. डॉक्टर रोगी को नहीं देख चुका है। | The doctor has not/hasn't examined the patient. |

Model Sentences (Questions)

- | | |
|--|--------------------------------------|
| 1. क्या वह जुए में सब कुछ हार चुका है ? | Has he lost everything in gambling ? |
| 2. क्या आप नए मकान में जा चुके हैं ? | Have you shifted to the new house ? |
| 3. क्या बुढ़िया मर चुकी है ? | Has the old woman died ? |
| 4. क्या आपने नई कार खरीद ली है ? | Have you bought a new car ? |
| 5. क्या मेहमान आ चुके हैं ? | Have the guests arrived ? |
| 6. क्या रीटा अपना जन्म दिन मना चुकी है ? | Has Rita celebrated her birthday ? |

PRESENT PERFECT CONTINUOUS TENSE

- Rules :**
1. In this tense, something begun in the past continues in the present.
 2. 'Has been' or 'Have been' is used and 'ing' is added to the first form of the verb.
 3. 'Has been' is used with third person singular subjects and 'have been' is used with others.
 4. In interrogative sentences, 'has' or 'have' is used in the beginning of the sentence.
 5. 'Since' is the used for point of time and 'for' is used for period of time.

Model Sentences (Affirmative)

- | | |
|---|---|
| 1. माता जी दोपहर से कपड़े धो रहे हैं। | Mother has been washing clothes since noon. |
| 2. हम पूरे एक वर्ष से परीक्षा की तैयारी कर रहे हैं। | We have been making preparation for the examination for one year. |
| 3. सुबह से वर्षा हो रही है। | It has been raining since morning. |
| 4. राजकुमारी 1990 से फिल्मों में काम कर रही है। | Rajkumari has been working in films since 1990. |

5. आशा कई महीनों से ज्वर पीड़ित है।

Asha has been suffering from fever for many months.

6. बच्चा दो घंटे से रो रहा है।

The child has been weeping for two hours.

Model Sentences (Negative)

- | | |
|---|--|
| 1. हम आपकी कई दिनों से प्रतीक्षा नहीं कर रहे हैं। | We have not been waiting for you for many days. |
| 2. तुम्हारा मित्र 1999 से दिल्ली में नहीं रह रहा है। | Your friend has not been living in Delhi since 1999. |
| 3. वह लम्बे समय से इस कारखाने में काम नहीं कर रहा है। | He has not been working in this factory for a long time. |
| 4. शीला कई महीने से संगीत का अभ्यास नहीं कर रही है। | Sheela has not been practising music for many months. |
| 5. बच्चा दो घंटे से नहीं रो रहा है। | The child has not been weeping for two hours. |
| 6. वह प्रातःकाल से नाच नहीं रही है। | She has not been dancing since morning. |

Model Sentences (Questions)

- | | |
|--|--|
| 1. क्या वह सुबह से व्यायाम कर रहा है ? | Has he been taking exercise since morning ? |
| 2. क्या सुबह से वर्षा हो रही है ? | Has it been raining since morning ? |
| 3. क्या हम चार सप्ताह से उनकी प्रतीक्षा कर रहे हैं ? | Have we been waiting for them for four weeks ? |
| 4. क्या वह दो दिन से यह पुस्तक पढ़ रहा है ? | Has he been reading this book for two days ? |
| 5. क्या हम सुबह से खेल रहे हैं ? | Have we been playing since morning ? |
| 6. क्या वे चार दिन से तैर रहे हैं ? | Have they been swimming for four days ? |

2. PAST INDEFINITE TENSE

पहचान- हिन्दी में इसे अनिश्चित भूतकाल कहते हैं। कोई काम भूतकाल में अनिश्चित रूप में होता है। वाक्य के अन्त में 'ता था', 'ती थी', 'ते थे' जैसे जाता था, जाती थी, जाते थे होते हैं या इनके स्थान पर गया, गई, गए भी होते हैं।

- Rules :**
1. With all subjects, second form of the verb is used.
 2. In negative sentences, the first form of the verb is used with 'did not' or 'didn't'.
 3. In interrogative sentences, 'did' is used in the beginning of the sentence and first form of the verb is used.

Model Sentences (Affirmative)

1. उसने मुझे गालियाँ दी।

He abused me.

- | | |
|--|---|
| 2. कुत्ते ने उसे काट खाया। | The dog bit him. |
| 3. चोर ने मकान में सेंध लगाई। | The thief broke into the house. |
| 4. पुलिस ने चोर को रंगे हाथों पकड़ लिया। | The police caught the thief red-handed. |
| 5. बच्चे कुत्ते को छेड़ते थे। | The children teased the dog. |
| 6. मैंने उसे जीवन भर के लिए सबक सिखा दिया। | I taught him a lesson for life. |

Model Sentences (Negative)

- | | |
|---|--|
| 1. कुत्ते ने उसे नहीं काटा। | The dog did not/didn't bite him. |
| 2. उसने आपकी प्रशंसा नहीं की। | He did not praise you. |
| 3. हमने कठिनाइयों में हिम्मत नहीं हारी। | We did not lose heart in difficulties. |
| 4. उसने मुझे गालियाँ नहीं दीं। | He did not abuse me. |
| 5. उसकी पत्नी ने उसे नहीं पीटा। | His wife did not beat him. |
| 6. मैंने उसे गाली नहीं दी। | I did not abuse him. |

Model Sentences (Questions)

- | | |
|---|--|
| 1. क्या स्कूल में आप खेलों में हिस्सा लेते थे ? | Did you take part in games at school ? |
| 2. क्या उसे गाँव में कोई जानता था ? | Did anybody know him in the village ? |
| 3. क्या कुत्ते ने उसे काटा ? | Did the dog bite him ? |
| 4. क्या मैंने उसे पीटा ? | Did I beat him ? |
| 5. क्या हमने उनकी सहायता की ? | Did we help them ? |
| 6. क्या तुमने इनाम जीता ? | Did you win a prize ? |

PAST CONTINUOUS TENSE

पहचान— वाक्य के अन्त में 'रहा था', 'रही थी' और 'रहे थे' इत्यादि लगा रहता है।

- Rules :**
1. In this tense, 'was' is used with third person singular subjects and 'were' is used with others.
 2. 'Ing' is added to the first form of the verb.
 3. In interrogative sentences, 'was' or 'were' is used in the beginning of the sentence.
 4. In negative sentences, 'not' is used after 'was' or 'were'.

Model Sentences (Affirmative)

- | | |
|---|--|
| 1. चोर मकान में सेंध लगा रहा था। | The thief was breaking into the house. |
| 2. हम स्वतन्त्रता दिवस मना रहे थे। | We were celebrating the independence day. |
| 3. प्रधान मन्त्री राष्ट्रीय झंडा फहरा रहे थे। | The Prime Minister was hoisting the national flag. |
| 4. वे आशा का जन्म दिन मना रहे थे। | They were celebrating Asha's birthday. |
| 5. चपड़ासी घंटी बजा रहा था। | The peon was ringing the bell. |
| 6. बुढ़िया आग जला रही थी। | The old woman was lighting the fire. |

Model Sentences (Negative)

- | | |
|--|--|
| 1. चपड़ासी घंटी नहीं बजा रहा था। | The peon was not/wasn't ringing the bell. |
| 2. बंदर नाच नहीं रहे थे। | Monkeys were not dancing. |
| 3. बुढ़िया आग नहीं जला रही थी। | The old woman was not lighting the fire. |
| 4. जंगल में हाथी चिंघाड़ नहीं रहे थे। | Elephants were not trumpeting in the forest. |
| 5. हम मेहमानों का स्वागत नहीं कर रहे थे। | We were not welcoming the guests. |
| 6. वह बस में सवार नहीं हो रहा था। | He was not boarding the bus. |

Model Sentences (Questions)

- | | |
|--|--|
| 1. क्या बच्चे शोर नहीं मचा रहे थे ? | Were the children not making a noise ? |
| 2. क्या तुम्हारे पिता जी सिगरेट पी रहे थे ? | Was your father smoking a cigarette ? |
| 3. क्या तुम्हारा भाई पतंग नहीं उड़ा रहा था ? | Was your brother not flying a kite ? |
| 4. क्या माता जी दूध उबाल रही थीं ? | Was the mother boiling milk ? |
| 5. क्या चपड़ासी घंटी बजा रहा था ? | Was the peon ringing the bell ? |
| 6. क्या बुढ़िया आग जला रही थी ? | Was the old woman lighting the fire ? |

PAST PERFECT TENSE

Rules : 1. In this tense, third form of the verb is used with 'had'.

2. In interrogative sentences, 'had' is used in the beginning of the sentence.

3. In negative sentences, 'not' is used after 'had'.

Model Sentences (Affirmative)

- | | |
|---|--|
| 1. हम आपको चेतावनी दे चुके थे। | We had given you a warning. |
| 2. सूर्य बहुत देर पहले छिप चुका था। | The sun had set long ago. |
| 3. बचपन में ही उसके माँ-बाप मर चुके थे। | His parents had died in his childhood. |
| 4. हम दो गोल से मैच जीत चुके थे। | We had won the match by two goals. |
| 5. पुलिस हत्यारे को पकड़ चुकी थी। | The police had caught the thief. |
| 6. बूढ़ा मर चुका था। | The old man had died. |

Model Sentences (Negative)

- | | |
|--|---|
| 1. वह दो बार आत्महत्या करने का प्रयास नहीं कर चुका था। | He had not tried to commit suicide twice. |
| 2. उसका भाई उच्च शिक्षा के लिए विदेश नहीं जा चुका था। | His brother had not gone abroad for higher education. |
| 3. गाड़ी छूट नहीं चुकी थी। | The train had not/hadn't left. |
| 4. बूढ़ा नहीं मर चुका था। | The old man had not/hadn't died. |
| 5. रोगी दवाई नहीं खा चुका था। | The patient had not taken medicine. |
| 6. उसने संदेश नहीं दिया था। | He had not delivered the message. |

Model Sentences (Questions)

- | | |
|--|---|
| 1. क्या वह जुए में सब कुछ हार चुका था ? | Had he lost everything in gambling ? |
| 2. क्या कैदी जेल से भाग चुके थे ? | Had the prisoners escaped from the prison ? |
| 3. क्या डॉक्टर रोगी का निरीक्षण कर चुका था ? | Had the doctor examined the patient ? |
| 4. क्या गाड़ी छूट चुकी थी ? | Had the train left ? |
| 5. क्या बूढ़ा मर चुका था ? | Had the old man died ? |
| 6. क्या रोगी दवाई खा चुका था ? | Had the patient taken medicine ? |

PAST PERFECT CONTINUOUS TENSE

- Rules :**
1. In this tense, 'had been' is used and 'ing' is added to the first form of the verb.
 2. In negative sentences, 'had not been' is used.
 3. In interrogative sentences, 'had' is used in the beginning of the sentence, before the subject and 'been' is used after the subject.
 4. 'Since' is used for the point of time, like Monday, Yesterday, 9 O'clock, 1992.
 5. 'For' is used for the period of time, like two days, three weeks, four years, five hours.

Model Sentences (Affirmative)

- | | |
|--|---|
| 1. यह नौकर बचपन से ही हमारे घर में काम कर रहा था। | This servant had been working in our house since his childhood. |
| 2. वे छः महीने से अलग-अलग रह रहे थे। | They had been living apart for six months. |
| 3. मैं पहले ही दिन से यह प्रश्न याद कर रहा था। | I had been memorising this question ever since the first day. |
| 4. गीता तीन साल से संगीत का अभ्यास कर रही थी। | Geeta had been practising music for three years. |
| 5. मेरे पिता जी इस स्कूल में पिछले साल से पढ़ा रहे थे। | My father had been teaching in this school since last year. |
| 6. आप प्रातः से मेहमानों की प्रतीक्षा कर रहे थे। | You had been waiting for the guests since morning. |

Model Sentences (Negative)

- | | |
|---|--|
| 1. नेता दो घंटे से भाषण नहीं किए जा रहा था। | The leader had not been speaking for two hours. |
| 2. किसान कई सालों से अपने खेतों में गन्ना नहीं लगा रहे थे। | Farmers had not been growing sugarcane in their fields for many years. |
| 3. वह कई महीनों से मकान की खोज में इधर-उधर नहीं घूम रहा था। | He had not been moving about in search of a house for many months. |

- | | |
|---|---|
| 4. वे पिछले साल से मकान का किराया नहीं दे थे। | They had not been paying the rent of the house since last year. |
| 5. बच्चे सुबह से नहीं खेल रहे थे। | The children had not/hadn't been playing since morning. |
| 6. वे कई सालों से इस मकान में नहीं रह रहे थे। | They had not been living in this house for many years. |

Model Sentences (Questions)

- | | |
|--|---|
| 1. क्या कई दिनों से वर्षा हो रही थी ? | Had it been raining for many days ? |
| 2. क्या बच्चे सुबह से खेल रहे थे ? | Had the children been playing since morning? |
| 3. क्या वे कई सालों से इस मकान में रह रहे थे ? | Had they been living in this house for many years ? |
| 4. क्या नेता दो घंटे से भाषण किए जा रहा था ? | Had the leader been speaking for two hours? |
| 5. क्या वह दो दिन से रो रहा था ? | Had he been weeping for two days ? |
| 6. क्या हम सुबह से उनकी प्रतीक्षा कर रहे थे ? | Had we been waiting for them since morning? |

3. FUTURE INDEFINITE TENSE

पहचान— इसमें (Simple Future) साधारण भविष्य प्रकट होता है। वाक्य के अंत में गा, गे, गी इत्यादि लगा रहता है।

- Rules :**
1. 'Will' or 'Shall' is used with the first form of the verb.
 2. In negative sentences, 'not' is used after 'will' or 'shall'.
 3. In interrogative sentences, 'will' or 'shall' is used in the beginning of the sentence.
 4. 'Shall' is used with 'I' and 'We' and 'will' is used with other subjects. In modern English 'will' can also be used with the 1st person. Rather 'will' or 'll more usual than 'shall'.

Model Sentences (Affirmative)

- | | |
|--|--|
| 1. तुम परीक्षा में सफल हो जाओगे। | You will pass the examination. |
| 2. हम सभी मित्रों और सम्बन्धियों को आमंत्रित करेंगे। | We shall invite all friends and relatives. |
| 3. अध्यापक शरारती लड़कों को कक्षा से निकाल देगा। | The teacher will turn the naughty boys out of the class. |
| 4. वह सुख-दुःख में तुम्हारा साथ देगी। | She will stand by you through thick and thin. |
| 5. हम शत्रु के छक्के छुड़ा देंगे। | We shall defeat the enemy. |
| 6. हम अपने देश की रक्षा करेंगे। | We shall defend our country. |

Model Sentences (Negative)

- | | |
|--|---|
| 1. वे देश के लिए प्राण न्यौछावर नहीं करेंगे। | They will not lay down their lives for the country. |
|--|---|

- | | |
|--|------------------------------------|
| 2. हम अपना वचन नहीं निभाएंगे। | We shall not keep our promise. |
| 3. भगवान् हमारी सहायता नहीं करेगा। | God will not (or won't) help us. |
| 4. मैं अपनी माँ की सेवा नहीं करूँगा। | I shall not serve my mother. |
| 5. मैं तुम जैसे झूठे पर विश्वास नहीं करूँगा। | I shall not trust a liar like you. |
| 6. हम बुरी संगत में नहीं रहेंगे। | We shall not keep bad company. |

Model Sentences (Questions)

- | | |
|--------------------------------------|--------------------------------------|
| 1. क्या वह आपको धोखा नहीं देगा ? | Will he not deceive you ? |
| 2. क्या बच्चे शोर करेंगे ? | Will the children make a noise ? |
| 3. क्या हम आपकी मेहरबानी भूल पाएंगे? | Shall we ever forget your kindness ? |
| 4. क्या हम अपना वचन निभाएंगे ? | Shall we keep our promise ? |
| 5. क्या भगवान् हमारी सहायता करेगा ? | Will God help us ? |
| 6. क्या मैं अपनी माँ की सेवा करूँगा? | Shall I serve my mother ? |

FUTURE CONTINUOUS TENSE

पहचान— वाक्य के अंत में रहा होगा, रही होगी, रहा हूँगा, रहे होंगे इत्यादि लगा रहता है। भाव यह है कि Future Tense में कोई काम हो रहा है।

- Rules :**
1. With 'I' and 'We', 'shall be' or 'will be' and with other subjects 'will be' is used.
 2. 'Ing' is added to the first form of the verb.
 3. In negative sentences, 'will not be' or 'shall not be' is used.
 4. In interrogative sentences, 'will' or 'shall' is used in the beginning of the sentence before the subject.

Model Sentences (Affirmative)

- | | |
|--|--|
| 1. गरीब लोग भूख से मर रहे होंगे। | The poor will be dying of starvation. |
| 2. सरकार गरीबों की सहायता कर रही होगी। | The government will be helping the poor. |
| 3. वे इस समय जुआ खेल रहे होंगे। | They will be gambling at this time. |
| 4. लोग नेता के विरुद्ध नारे लगा रहे होंगे। | People will be raising slogans against the leader. |
| 5. वे अपने भाग्य को कोस रहे होंगे। | They will be cursing their fate. |
| 6. मैं सो रहा हूँगा। | I shall be sleeping. |

Model Sentences (Negative)

- | | |
|--|---|
| 1. सूर्य निकल नहीं रहा होगा। | The sun will not be rising. |
| 2. लोग हमें गालियाँ नहीं दे रहे होंगे। | People will not be abusing us. |
| 3. मैं सो नहीं रहा हूँगा। | I shall not be sleeping. |
| 4. वे अपना पाठ याद नहीं कर रहे होंगे। | They will not be learning their lesson. |
| 5. हम शोर नहीं मचा रहे होंगे। | We shall not be making a noise. |

Model Sentences (Questions)

- | | |
|---|---|
| 1. क्या राजकुमार रंगरलियां मना रहा होगा ? | Will the prince be making merry ? |
| 2. क्या समुद्र में लहरें उठ रही होंगी ? | Will the waves be rising in the sea ? |
| 3. क्या आकाश में चाँद और सितारे चमक रहे होंगे ? | Will the moon and stars be shining in the sky ? |
| 4. क्या तुम गाड़ी में सफर कर रहे होंगे ? | Will you be travelling by train ? |
| 5. क्या सूर्य निकल रहा होगा ? | Will the sun be rising ? |
| 6. क्या लोग हमें गालियाँ दे रहे होंगे ? | Will people be abusing us ? |

FUTURE PERFECT TENSE

पहचान— वाक्य के अंत में चुका होगा, चुकी होगी, चुके होंगे, लिया होगा इत्यादि आता है। भाव यह है कि भविष्य में कोई काम पूरा हो गया होगा।

Rules : 1. Third form of the verb is used with 'will have' or 'shall have'.

2. In negative sentences, 'will not have' or 'shall not have' is used.

3. In interrogative sentences, 'will or shall' is used in the beginning of the sentence and 'have' is used after the subject.

Model Sentences (Affirmative)

- | | |
|--|---|
| 1. वे आग बुझा चुके होंगे। | They will have put out the fire. |
| 2. बिल्ली सारा दूध पी चुकी होगी। | The cat will have drunk all the milk. |
| 3. वे पड़ोसियों में मिठाई बाँट चुके होंगे। | They will have distributed sweets among the neighbours. |
| 4. जुआरी जुए में सब कुछ हार चुका होगा। | The gambler will have lost everything in gambling. |
| 5. गाड़ी छूट चुकी होगी। | The train will have left. |
| 6. हम मैच जीत चुके होंगे। | We shall have won the match. |

Model Sentences (Negative)

- | | |
|---|---|
| 1. हम मैच नहीं जीत चुके होंगे। | We shall not have won the match. |
| 2. वह पुरानी कार नहीं बेच चुका होगा। | He will not have sold the old car. |
| 3. गाड़ी छूट नहीं चुकी होगी। | The train will not have left. |
| 4. हम मैच नहीं जीत चुके होंगे। | We shall not have won the match. |
| 5. रजनी ने परीक्षा पास नहीं कर ली होगी। | Rajni will not have passed the examination. |
| 6. वह सेब नहीं खा चुका होगा। | He will not have eaten the apple. |

Model Sentences (Questions)

- | | |
|--|---|
| 1. क्या बच्चे सारे बिस्कुट खा चुके होंगे ? | Will the children have eaten all the biscuits ? |
| 2. क्या हम स्टेशन पर पहुँच चुके होंगे ? | Shall we have reached the station ? |
| 3. क्या वह पुरानी कार बेच चुका होगा ? | Will he have sold the old car ? |

4. क्या तुम एक हजार रुपए कमा चुके होंगे ?
5. क्या गाड़ी छूट चुकी होगी ?
6. क्या हम मैच जीत चुके होंगे ?

- Will you have earned a thousand rupees ?
Will the train have left ?
Shall we have won the match ?

FUTURE PERFECT CONTINUOUS TENSE

- Rules :** 1. 'Will have been' or 'Shall have been' is used after the subject, according to the need of the subject.
2. 'Ing' is added to the first form of the verb.
3. 'For' is used for period of time and 'since' is used for point of time.

Model Sentences (Affirmative)

1. वह बचपन से ही अपने भाग्य को कोस रहा होगा। He will have been cursing his fate ever since his childhood.
2. वे शाम से हँस रहे होंगे। They will have been laughing since evening.
3. गीता कई दिनों से दूध पर निर्वाह कर रही होगी। Geeta will have been living on milk for many days.
4. यह नौकर उसके घर में कई सालों से काम कर रहा होगा। This servant will have been working in his house for many years.
5. लता बहुत अरसे से ही संगीत का अभ्यास करती रही होगी। Lata will have been practising music for many years.
6. बच्चे जनवरी से स्कूल जा रहे होंगे। The children will have been going to school since January.

Model Sentences (Negative)

1. राजकुमारी सुबह से नहीं सो रही होगी। The princess will not have been sleeping since morning.
2. आशा कई वर्षों से यहाँ नहीं रह रही होगी। Asha will not have been living here for many years.
3. बच्चे दो घंटे से शोर नहीं मचा रहे होंगे। Children will not have been making a noise for two hours.
4. बच्चे सुबह से नहीं खेल रहे होंगे। The children will not have been playing since morning.
5. माली एक घण्टे से पौधों को पानी नहीं दे रहा होगा। The gardener will not have been watering the plants for one hour.
6. तुम दो दिन से कार नहीं चला रहे होगे। You will not have been driving the car for two days.

Model Sentences (Questions)

1. क्या माली दो घंटे से फूल तोड़ रहा होगा ? Will the gardener have been plucking flowers for two hours?

- | | |
|--|---|
| 2. क्या वे सुबह से हमारी प्रतीक्षा कर रहे होंगे ?
ing ? | Will they have been waiting for us since morn- |
| 3. क्या आलसी लड़का काम से जी चुरा रहा होगा ? | Will the lazy boy have been shirking work ? |
| 4. क्या स्त्रियां दोपहर से झगड़ रही होंगी ? | Will the women have been quarrelling since
afternoon ? |
| 5. क्या राजकुमारी सुबह से सो रही होगी ? | Will the princess have been sleeping since
morning? |
| 6. क्या आशा कई वर्षों से यहाँ रह रही होगी ?
years? | Will Asha have been living here for many |

SENTENCES OF COMMON USE

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|---|---|
| 1. बूढ़े को ऊँचा सुनता है। | The old man is hard of hearing. |
| 2. लाला दीवानचंद के मकान में आग लगी हुई है। | The house of Lala Dewan Chand is on fire. |
| 3. बच्चा दाँत निकाल रहा है। | The child is cutting teeth. |
| 4. वह बाल कटवाने गया है। | He has gone for a hair-cut. |
| 5. तुम अव्वल दर्जे के बेवकूफ हो। | You are a fool of the first water. |
| 6. मुझ में कार रखने की हिम्मत नहीं। | I cannot afford to keep a car. |
| 7. शीला को तेज़ बुखार है। | Sheela is running high temperature. |
| 8. वह जो कमाता है खा लेता है। | He lives from hand to mouth. |
| 9. भगवान् का लाख-लाख शुक्र है कि आप बाल-
cape.
बाल बच गए। | God be thanked that you had a narrow es- |
| 10. भगवान् की कृपा से मुझे वह नौकरी मिल गई है। | By God's grace, I have got that job. |
| 11. आज हवा बिल्कुल बन्द है। | It is absolutely close today. |
| 12. भगवान् पर भरोसा रखो और ठीक काम करो। | Trust in God and do the right. |
| 13. माता जी ने मुझे कहा कि कभी झूठ मत बोलना। | My mother advised me never to tell a lie. |
| 14. मैं सच कहूँगा और सच के अलावा कुछ नहीं
कहूँगा। | I shall speak the truth and nothing but the
truth. |
| 15. दूध और डबल रोटी से काम चल जाएगा। | Milk and bread will do. |
| 16. दो नौकर आपके हवाले किए हैं। | Two servants are at your disposal. |
| 17. मैच बराबर रहा। | The match ended in a draw. |
| 18. यदि तुम सहायता न करते तो मैं तबाह हो जाता। | But for your help, I would have been ruined. |
| 19. हम उसे देखकर हँसे बिना न रह सके। | We could not help laughing on seeing him. |
| 20. यदि तुम्हारी जगह मैं होता तो उसे जाने न देता। | If I were you, I would not have allowed him
to go. |

21. यदि मौसम ठीक हुआ तो हम मैच खेलेंगे। Weather permitting, we shall play a match.
22. यदि मैंने उसे देखा होता तो मैं उसे घर ले गया होता। Had I seen him, I would have brought him home.
23. मैं चाय से दूध को अधिक अच्छा समझता हूँ। I prefer milk to tea.
24. ज्यों ही चोर ने पुलिस वाले को देखा वह नौ-दो ग्यारह हो गया। As soon as the thief saw the policeman, he took to his heels.
25. मेरे आने तक आप यहाँ मेरा इन्तज़ार कीजिए। Wait here till I come.
26. डॉक्टर ने मुझे यह दवाई दिन में तीन बार खाने को कहा है। The doctor has advised me to take this medicine thrice a day.
27. भगवान् ने चाहा तो इस बार वह अवश्य पास हो जाएगी। God willing, she will certainly pass this time.
28. जब तक मैं तुम्हारे साथ हूँ कोई तुम्हारा बाल भी बांका नहीं कर सकता। As long as I am with you, none can harm you in the least.
29. जल्दी-जल्दी चलो कहीं ऐसा न हो कि गाड़ी से रह जाओ। Walk fast lest you should miss the train.
30. कुत्ते को मत छेड़ो कहीं ऐसा न हो कि काट खाये। Do not tease the dog lest it should bite you.
31. जब तक तुम परिश्रम नहीं करोगे सफल नहीं हो सकोगे। You cannot succeed unless you work hard.
32. डॉक्टर के आने से पहले रोगी मर चुका था। The patient had died before the doctor came.
33. रोगी के मरने से पहले डॉक्टर आ चुका था। The doctor had come before the patient died.
34. हमारे स्टेशन पर पहुँचने से पहले गाड़ी जा चुकी थी। The train had left before we reached the station.
35. गाड़ी के जाने से पहले हम स्टेशन पहुँच चुके थे। We had reached the station before the train left.
36. नहाने से पहले वह नाश्ता कर चुकी थी। She had taken breakfast before she took a bath.
37. मैं भगवान् के सिवाय किसी से नहीं डरता। I fear none but God.
38. वह मर जाएगा, पर भीख नहीं मांगेगा। He would rather die than beg.
39. वह गरीब जरूर है मगर बेईमान नहीं। Although he is poor, (yet) he is not dishonest.
40. वह केवल कमीना ही नहीं बल्कि बेईमान भी है। He is not only mean but also dishonest.
40. वह अमीर भी है और अभिमानी भी। He is both rich and proud.
41. इतना धन होते हुए भी वह कंजूस और कमीना है। For all his wealth, he is mean and miserly.
42. हम ने घर से बाहर कदम रखा ही था कि बारिश होने लगी। Hardly had we stepped out of the house when it began to rain.
43. हम मुश्किल से स्टेशन पर पहुँचे ही थे कि गाड़ी चल पड़ी। We had hardly reached the station when the train left.

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|---|--|
| 44. ज्यों ही उसने यह खबर सुनी वह खुशी से नाचने लगा। | No sooner did he hear this news, he began to dance with joy. |
| 45. जब से वहाँ आया है उसने हमारा नाक में दम कर रखा है। | Ever since he came here, he had got upon our nerves. |
| 46. उसने मुझे देखा अनदेखा कर दिया। | He took no notice of me. |
| 47. भगवान् ने उन्हें चाँद सा बेटा प्रदान किया है। | God has blessed them with a beautiful son. |
| 48. यदि तुम परिश्रम नहीं करोगे तो कोई तुम्हें पसन्द नहीं करेगा। | If you do not work hard, nobody will like you. |
| 49. वह मेरी आँखों में खटकता है। | He is an eye-sore to me. |
| 50. मैंने रस्सी को साँप समझा। | I took the rope for a snake. |
| 51. यह सड़क शिमला जाती है। | This road leads to Shimla. |
| 52. उसने मेरा परिचय अपने मित्रों से कराया। | He introduced me to his friends. |
| 53. क्या तुम्हें तैरना आता है ? | Do you know how to swim ? |
| 54. अपना नाक साफ करो। | Blow your nose. |
| 55. उसका साँस फूला हुआ है। | He is out of breath. |
| 56. क्या तुम्हें सूई में धागा डालना आता है ? | Do you know how to thread a needle ? |
| 57. हिम्मत हार गये तो जंग हार जाओगे। | If you lose heart, you will lose the battle. |
| 58. मेरी माता जी का स्वास्थ्य ठीक नहीं रहता। | My mother does not keep good health. |
| 59. यहाँ जेब कतरों से सावधान रहना चाहिए। | You should beware of pickpockets here. |
| 60. मैंने रात आँखों में काटी। | I spent a sleepless night. |
| 61. मुझे नींद आ रही है। | I am feeling sleepy. |
| 62. तुम कमीज के बटन बन्द क्यों नहीं करते ? | Why don't you button up your shirt ? |
| 63. मुझे सुबह पाँच बजे उठना पड़ता है। | I have to get up at five in the morning. |
| 64. यह रास्ता आम नहीं है। | This is not a thoroughfare. |
| 65. डॉक्टर रोगी की नब्ज देख रहा था। | The doctor was feeling the pulse of the patient. |
| 66. यह तो टेढ़ी खीर है। | It is an uphill task. |
| 67. मेरा यहाँ जी नहीं लगता। | I do not feel at home here. |
| 68. यह पुस्तक धड़ाधड़ बिक रही है। | This book is selling like hot cakes. |
| 69. उसकी घर में नहीं चलती। | He has no say at home. |
| 70. चोर चम्पत हो गया। | The thief took to his heels. |
| 71. यह नौकरी मेरे मन पसंद की है। | This job is after my heart. |
| 72. उन्होंने बहुत शोरगुल मचाया। | They raised a great hue and cry. |
| 73. मैं उसकी चलाकी ताड़ न सका। | I could not see through his trick. |
| 74. मेरे काम में टांग मत अड़ाओ। | Do not poke your nose in my affairs. |
| 75. मेरा सिर दर्द से फटा जा रहा है। | I have a severe headache. |

76. झूठे बहाने मत बनाओ।
Do not make lame excuses.
77. मेरा सिर चक्करा रहा है।
I am feeling giddy.
78. आप यहाँ किस काम से आए हैं ?
What brings you here ?
79. कहिये मैं आपकी क्या सेवा कर सकता हूँ ?
What can I do for you ?
80. मोहन के पिता जी थोक के व्यापारी हैं।
Mohan's father is a wholesale dealer.
81. अपने काम से काम रखो।
Mind your own business.
82. क्या आप मुझे अब जाने देंगे ?
Will you let me go now ?
83. इतने दिन आप कहाँ रहे ?
Where have you been all these days ?
84. क्या आपने कभी भूत देखा है ?
Have you ever seen a ghost ?
85. आपकी घड़ी में क्या बजा है ?
What is the time by your watch ?
86. तुमने बच्चों को सिर चढ़ा रखा है।
You have given a long rope to the children.
87. उससे मेरी जान-पहचान नहीं है।
He is not known to me.
88. गरीबों को घृणा की दृष्टि से मत देखो।
Do not look down upon the poor.
89. कार हवा से बातें करने लगी।
The car began to run at high speed.
90. देखते-ही-देखते गाड़ी आँखों से ओझल हो गई।
Soon the train went out of sight.
91. उसकी चिकनी-चुपड़ी बातों में मत आ जाना।
Don't be taken in by his oily tongue.
92. मुझे अपनी आँखों पर यकीन नहीं आता था।
I could not believe my eyes.
93. अपने मकान में सफेदी करवा लो।
Get your house white-washed.
94. अपने कानों की मैल निकलवा लो।
Get your ears cleaned.
95. बच्चा कार के नीचे कुचला गया।
The child was run over by a car.
96. आकाश पर बादल छाए हुए हैं।
The sky is overcast with dark clouds.
97. आप ने तो उसकी प्रशंसा के पुल बाँध दिए।
You praised him to the skies.
98. वह मुझे कभी-कभी पत्र लिखता रहता है।
He keeps on writing to me every now and then.
99. अपनी गंदी सूरत फिर कभी न दिखाना।
Never show your dirty face again.
100. तुम इस घर में कभी पाँव न रखना।
Never set your foot in this house.
101. न कभी उधार लो, न कभी उधार दो।
Never borrow, never lend.
102. मुझे जुकाम है।
I have a bad cold.
103. वह छींक रहा है, क्योंकि उसे ठंड लग गई है।
He is sneezing because he has caught cold.
104. चोर कपड़े लेकर भाग गया।
The thief made away with the clothes.
105. बच्चे को तेज बुखार चढ़ा हुआ है।
The child is running high temperature.
106. डॉक्टर रोगी को एक घंटा देखता रहा।
The doctor examined the patient for an hour.
107. बुढ़िया रात भर खांसती रही।
The old woman went on coughing throughout the night.
108. जल्दी सोना और जल्दी जागना मनुष्य को स्वस्थ, धनी और बुद्धिमान बनाता है।
Early to bed and early to rise makes a man healthy, wealthy and wise.

109. गाड़ी पटड़ी से उतर गई है। The train has derailed.
110. उसने फूंक मारकर सारी मोमबत्तियाँ बुझा दीं। He blew out all the candles.
111. भ्रष्टाचार जोरों पर है। Corruption is in full swing.
112. तुम्हें क्या हुआ है ? What is wrong with you ?
113. मैंने तुम्हारा क्या बिगाड़ा है ? What harm have I done to you ?
114. अपनी ज़बान को लगाम दो। Hold your tongue.
115. सारे का सारा दूध फट गया है। All the milk has turned sour.
116. आपका पुत्र अब बालिग हो गया है। Your son has now come of age.
117. उसने खोटा सिक्का चला दिया। He palmed off the base coin.
118. वह फिसल गया और पाँव में मोच आ गई। He slipped and sprained his foot.
119. उसकी आँखें दुखती हैं। His eyes are sore.
120. तुम काम से जी क्यों चुराते हो ? Why do you shirk work ?
121. मेरी घड़ी प्रति दिन पाँच मिनट पीछे हो जाती है। My watch loses five minutes every day.
122. तुम्हारी घड़ी प्रति दिन दस मिनट आगे हो जाती है। Your watch gains ten minutes every day.
123. मेरी घड़ी मे पौने नौ बजे हैं। It is a quarter to nine by my watch.
124. क्या आपकी घड़ी में सवा दस बजे हैं ? Is it a quarter past ten by your watch ?
125. ठीक साढ़े सात बजे हैं। It is exactly half past seven.
126. अभी सात बजने में दस मिनट रहते हैं। It is ten minutes to seven.
127. मेरी घड़ी में सात बज कर पाँच मिनट हुए हैं। It is five minutes past seven by my watch.
128. आज मैं अंग्रेज़ी की परीक्षा देने जा रहा हूँ। I am going to take a test in English today.
129. नलका चल रहा है। The tap is running.
130. मेरी कोई घंटी खाली नहीं होती। I have no vacant period.
131. मेरी गाय ने दूध देना बन्द कर दिया है। My cow has run dry.
132. सिगनल हो गया है, गाड़ी आने वाली है। The signal is down and the train is about to come.
133. बाढ़ में कई गाँव बह गए। The flood washed away many villages.
134. तुम अपनी घड़ी को चाबी क्यों नहीं देते ? Why don't you wind your watch ?
135. मूसलाधार बारिश हो रही थी। It was raining cats and dogs.
136. फायर-बिग्रेड को तुरन्त टेलीफोन कर दो। Ring up the fire brigade at once.
137. सर्दियों में हम घंटों धूप सेंका करते थे। In winter we used to bask in the sun for hours.
138. यहाँ गाड़ियाँ खड़ी न करें। No parking here.
139. अब मुझे आज्ञा दीजिए। Let me take leave of you now.
140. आप इधर-उधर की बातें क्यों कर रहे हैं ? Why are you beating about the bush ?
141. खाओ ताकि जिंदा रहो, खाने के लिए मत जिओ। Eat to live, but don't live to eat.
142. वह फूट-फूट कर रोने लगी। She burst into tears.

143. दिन भर के काम के बाद मैं थक कर चूर हो गया हूँ।
144. मैं यह अपमान कैसे सहन कर सकता हूँ ?
145. मैं अंग्रेजी की अपनी कमी पूरी कर लूंगा।
146. यह बात तो बच्चे-बच्चे की जुबान पर है।
147. मैं सुनी सुनाई बातों पर यकीन नहीं करता।
148. अफवाहें मत फैलाइए।
149. उसका भाषण मेरी समझ से बाहर था।
150. वह तो मिट्टी का माधो है।
151. उसने मेरी बातें सुनी-अनसुनी कर दीं।

I am dead tired after the day's work.

How can I pocket this insult ?

I shall make up my deficiency in English.

This is the talk of the town.

I do not believe hearsay.

Don't spread rumours.

His lecture was above my head.

He is a blockhead.

He paid a deaf ear to my words.

IMPORTANT PROVERBS

1. जहां चाह वहां राह।
2. ऊँची दुकान, फीका पकवान।
3. एकता में बल है।
4. जिसकी लाठी उसकी भैंस।
5. दाम बनाये काम।
6. जल्दी से काम बिगड़ जाता है।
- अथवा उतावला सो बावला।
7. जो भौंकते हैं, वे काटते नहीं।
8. जो गरजते हैं, वे बरसते नहीं।
9. सहज पके सो मीठा होय।
10. नौ नकद न तेरह उधार।
11. कुत्ते का कुत्ता बैरी।
12. अंधों में काना राजा।
13. अंधा बांटे रेवड़ियाँ, फिर-फिर अपनों को दे।

Where there is will, there is way.

Great cry, little wool.

Union is strength.

Might is right.

Money makes the mare go.

Haste makes waste.

Barking dogs seldom bite.

Thundering clouds seldom rain.

Slow and steady wins the race.

A bird in hand is better than two in the bush.

Diamond cuts diamond.

A figure among ciphers.

Charity begins at home.

अथवा

पहले अपना फिर पराया।

While in Rome do as the Romans do.

Rome was not built in a day.

All is well that ends well.

A blind man is no judge of colours.

A burnt child dreads the fire.

Blood is thicker than water.

Think before you speak.

As you sow, so shall you reap.

14. जैसा देश वैसा भेष।
15. हथेली पर सरसों नहीं जमती।
16. अंत भले का भला।
17. अंधा क्या जाने बसंत की बहार।
18. आग का जला छाछ को फूंककर पीता है।
19. अपना अपना, गैर गैर।
20. पहले तोलो फिर बोलो।
21. जैसा करोगे, वैसा भरोगे।

22. कर भला, हो भला।
 23. डूबते को तिनके का सहारा।
 24. भूख में चने भी बादाम।
 25. साँच को आँच नहीं।
 26. नाच न जाने आँगन टेढ़ा।
 27. जहाँ फूल वहाँ काँटा।
 28. सौ दवा एक परहेज।
 29. थोथा चना बाजे घना।
 30. अभिमान का सिर नीचा।
 31. बिना रोये माँ भी दूध नहीं देती।
 32. दूर के ढोल सुहाने।
33. बद से बदनाम बुरा।
 34. चार दिन की चाँदनी फिर अंधेरी रात।
 35. नीम हकीम खतरा जान।
 36. खाली बैठे शैतानी सूझे।
 37. होनहार बिरवान के होत चीकने पात।
 38. मौत का कोई समय निश्चित नहीं।
 39. जितनी चादर देखो उतने पैर पसारो।
 40. चोरी का गुड़ मीठा।
41. ईमानदारी ही सबसे अच्छी नीति है।
 42. चोरी का माल मोरी में।
 43. अब पछताये क्या होत है जब चिड़िया चुग गई खेत।
 44. बहती गंगा में हाथ धो लो।
 45. तेल देखो तेल की धार देखो। अथवा
 देखो ऊँट किस करवट बैठता है।
 46. गड़े मुर्दे मत उखाड़ो।
47. जल में रहकर मगरमच्छ से वैर।
 Pope.
 48. बेकार से बेगार भली।
 49. आप मरे जग परलो।
 50. भागते चोर की लंगोटी ही सही।
 51. गया वक्त फिर हाथ नहीं आता।
 52. अपने मुँह मियां मिट्टू।
- Do good, find good.
 A drowning man catches at a straw.
 Hunger is the best sauce.
 Truth is evergreen.
 A bad workman quarrels with his tools.
 No rose without a thorn.
 Prevention is better than cure.
 Empty vessels make much noise.
 Pride hath a fall.
 A closed mouth catches no flies.
 Distant hillocks look green. *Or*
 Distance lends charm to the view.
 A bad name is worse than a bad deed.
 Beauty is nine days wonder.
 A little learning is a dangerous thing.
 An idle brain is a devil's workshop.
 Coming events cast their shadows before.
 Death keeps no calendar.
 Cut your coat according to your cloth.
 Stolen kisses are sweet. *Or*
 Forbidden fruits are sweet.
 Honesty is the best policy.
 Ill got, ill spent.
 It is no use crying over spilt milk.
 Make hay while the sun shines.
 Let us see which way the wind blows.
 Let the dead past bury its dead. *Or*
 Let by gones be by gones.
 It is hard to live in Rome and fight with the
 It is better to wear out than to rust out.
 Death's day is doom's day.
 Something is better than nothing.
 Time once lost is lost for ever.
 Self praise is no recommendation.

53. करत-करत अभ्यास के जड़मति होत सुजान। Practice makes a man perfect.
54. धोबी का कुत्ता न घर का न घाट का। One cannot serve two masters.
Or A rolling stone gathers no moss.
Out of sight, out of mind.
Only the wearer knows where the shoe
55. आँख ओझल, पहाड़ ओझल।
56. जिस तन लागे सो तन जाने, कोई न जाने पीड़
pinches.
पराई।
57. जिसके सिर पर ताज, उसके सिर में खाज। Uneasy lies the head that wears the crown.
58. आकाश से गिरा खजूर पर अटका। Out of the frying pan into the fire.
59. आवश्यकता आविष्कार की जननी है। Necessity is the mother of invention.
60. बुराई को आरम्भ में ही रोक दो। Nip the evil in the bud.
61. चलती का नाम गाड़ी। Nothing succeeds like success.
62. खोदा पहाड़ निकली चुहिया। Much ado about nothing.
63. मनुष्य सोचता कुछ है होता कुछ है। Man proposes, God disposes.
64. काम ही पूजा है। Work is worship.
65. गले पड़ा ढोल बजाना ही पड़ता है। What cannot be cured must be endured.
66. विधि का लेख कौन मेटन हारा ? अथवा What is fixed by fate must come to pass. *Or*
67. भाग्य का लिखा मिट नहीं सकता। What is lotted cannot be blotted.
68. घर वाले घर नहीं, हमें किसी का डर नहीं। When the cat is away, the mice play.
69. भगवान् जब देता है तो छप्पर फाड़कर देता है। When God wills, all winds bring rain.
70. जितना गुड़ डालोगे उतना ही मीठा होगा। The deeper the well, the sweeter is the water.
71. बात का बतंगड़ बनाना। To make a mountain of a mole hill.
72. ईंट का जवाब पत्थर से। अथवा अदले का बदला। Tit for tat.
73. भूल करना मनुष्य का काम है। To err is human.
74. दाल में कुछ काला है। There is something black at the bottom.
75. चोर-चोर मौसेरे भाई। Birds of a feather flock together.
76. मुख में राम बगल में छुरी। A wolf in sheep's clothing.
77. चोर चोरी से गया मगर हेराफेरी से नहीं गया। Wolves may lose their teeth, but not their nature.
78. अपने मुँह मियां मिट्टू। Self praise is no recommendation.
79. एक पंथ दो काज। To kill two birds with one stone.
80. बिन सेवा मेवा नहीं। No pains, no gains.
81. जैसे को तैसा। Tit for tat.
82. धोबी का कुत्ता न घर का न घाट का। A rolling stone gathers no moss.
83. पहले बात को तोलो फिर बोलो। Think before you speak.
84. रस्सी जल गई पर ऐंठन न गया। Reduced to poverty, he still affects pomp.

85. हाथ कंगन को आरसी क्या।
 86. आम के आम गुठलियों के दाम।
 87. भागते चोर की लंगोटी ही सही।
 88. छोटा मुँह बड़ी बात।
 89. उल्टा चोर कोतवाल को डाँटे।
 90. सच्ची बात सदा कड़वी लगती है।
 91. आगे कुआं पीछे खाई।
 92. जो सुख छजू के चबारे न बलख न बुखारे।
 93. एक ही थैली के चट्टे-बट्टे।
 94. कोठी वाला रोए और छप्पर वाला सोए।
 95. सिर मुड़ाते ही ओले पड़े।
-

Good wine needs no bush.
Money for money and interest besides.
Something is better than nothing.
The child is in his father's boots.
Bravado on top of robbery.
Truth is always bitter.
Between the devil and the deep sea,
East or west, home is the best.
Chips of the same block.
Uneasy lies the head that wears a crown.
Misfortune overtook his first venture.

SOLVED EXERCISES**Q. Translate the following passages into English—****EXERCISE 1**

आज से कोई सात सौ वर्ष पहले किताबें नहीं छपती थीं, परन्तु हाथ से लिखी जाती थीं। इसी कारण बहुत मंहगी बिकती थीं। बादशाह नासिरुद्दीन अपने हाथ से अरबी और फारसी की पुस्तकें नकल करता और उनको बेचकर अपना निर्वाह कर लिया करता था। एक दिन उसकी पत्नी का रोटी पकाते हाथ जल गया तो कहने लगी कि महाराज कम-से-कम एक स्त्री तो मेरा हाथ बंटाने के लिये नौकर रख दीजिये। नासिरुद्दीन ने उत्तर दिया, "मैं बादशाह हूँ तो क्या है, हूँ तो वही गरीब आदमी। गरीब की पत्नी को गरीब की तरह गुजारा करना चाहिये। कोष तो प्रजा का है, उसका रुपया प्रजा पर ही खर्च होना चाहिए।"

Model Translation. Seven hundred years ago books were hand written and not printed. For this reason, they were priced high. King Nasiruddin used to copy out Persian manuscripts in his own hand writing and lived on the earnings from their sales. One day his wife burnt her hand while cooking the food. She appealed to her husband to engage a kitchen maid who should lend her a hand in the cooking. Nasiruddin replied that it did not matter if he happened to be the king. He was still a poor man as he was in his early life. A poor man's wife should lead a life of poverty. The treasury belonged to the people and all the money in it was meant to be spent on works of public well.

EXERCISE 2

प्राचीन काल में एशिया माइनर में इफिसस (Ephesus) नामक एक नगर था। वहां बहुत-से मन्दिर थे, लेकिन उन सब में डायना देवी के मन्दिर का अपना अलग ही महत्त्व था। डायना देवी की पूजा करने सैंकड़ों लोग रोज उस मन्दिर में आते थे। वे देवी से अपनी इच्छा की पूर्ति के लिये प्रार्थना करते। एक बार देवी के भक्तों ने उनके लिये एक विशाल मन्दिर बनवाने का फैसला किया। वह अनोखा मन्दिर 120 वर्ष में पूरा हुआ। सोने-चांदी की कई सुन्दर मूर्तियां भी बनाई गईं। डायना देवी की मूर्ति संगमरमर की थी। इसमें बहुत कीमती हीरे-मोती जड़े गये थे।

Model Translation : There was a city named Ephesus in Asia Minor in ancient times. It had many temples, but among them the temple of Goddess Diana had its own importance. Hundreds of people went to that temple everyday to pray to the Goddess to fulfill their wishes. Once the devotees of the Goddess decided to build a grand temple for her. This wonderful temple was completed in one hundred and twenty years. Many beautiful idols of gold and silver were also made. The idol of Goddess Diana was made of marble. It was studded with many precious diamonds and pearls.

EXERCISE 3

मैं अपने विद्यार्थियों को हाथ से काम करने का महत्त्व एवं मतलब समझाऊंगा। हाथ से काम करने का मतलब हल जोतना ही नहीं। काम किसान भी करता है, जवान भी करता है, मजदूर भी और क्लर्क भी। ये काम की किस्में हैं। लेकिन सच्चे काम का मतलब है वह काम जो लगन और दयानतदारी से किया जाए। हमारे बहुत-से लोग काम करने को बुरा समझते हैं, वे समझते हैं कि काम करना उनकी शान के खिलाफ है। हम लोगों को इस ख्याल की मुखालफत करनी चाहिए।

Model Translation : I shall teach my students the value and meaning of manual labour. Manual labour does not mean ploughing the fields. The farmer, the soldier, the labourer and the clerk all do

work. These are various kinds of work. But the ideal work is the work which is done with dedication and honesty. Many of our people look down upon work. They think that doing work is below their dignity. We should fight against this kind of thinking.

EXERCISE 4

हमारे देश के जीवन में बहू और सास का झगड़ा बहुत विख्यात है। शायद ही कोई घर ऐसा होगा, जहाँ सास और बहू आपस में न झगड़ती हों और उनकी परस्पर बनती हो। जिस घर में उनकी बन जाए, वहाँ तो बहुत विचित्र प्रतीत होगा। जिस घर में सास और बहू, बहनों और भावज का परस्पर मित्र-भाव होगा और जहाँ वह प्यार से रहें, वह घर तो स्वर्ग की तरह प्रतीत होगा। यदि घर में कोई रोगग्रस्त हो जाए और घर के अन्य व्यक्ति प्यार से उसकी देखभाल करें और समय पर उसकी चिकित्सा आदि का प्रबन्ध कर लें तो रोग हर्ष का साधन बन जाएगा। परन्तु यदि किसी को कोई सफलता प्राप्त हो और अन्य सगे-सम्बन्धी देख-सुनकर ईर्ष्या से कुढ़ने लगें, तो वह हर्ष का अवसर रोग का ही रूप धारण कर लेगा।

Model Translation : The quarrel between the mother-in-law and the daughter-in-law is quite proverbial in the social life of our country. There is hardly a household where the mother-in-law and the daughter-in-law do not quarrel and the two live in harmony. It is surprising to see them on good terms with each other. The house in which the mother-in-law and the daughter-in-law, the sisters and sisters-in-law have mutual friendly relations and live affectionately seems like a paradise on earth. If one member of the family falls ill, and the other members look after him lovingly and arrange for his timely medical treatment, then even the illness will become a source of joy. But on the other hand, if one member achieves success and the other relatives are jealous of him, then that happy occasion will take the form of an occasion of illness.

EXERCISE 5

कहा जाता है कि अशोक बड़ा ही निर्दयी राजा था। एक बार उसने कलिंग राज्य पर आक्रमण कर दिया। घमासान युद्ध हुआ और दोनों ओर के हजारों सैनिक मारे गए। युद्ध में अशोक की विजय हुई, लेकिन भीषण रक्तपात ने उसके स्वभाव को पूर्णरूप से बदल दिया। उसे युद्ध और हिंसा से घृणा हो गई। मानव इतिहास में अशोक संभवतः पहला शासक था जिसने शान्ति को अपने जीवन के सिद्धान्त के रूप में स्वीकार किया। वह उसी के प्रयास का फल था कि बुद्ध का सन्देश दूर-दूर के देशों में पहुंचा।

Model Translation : It is said that Ashoka was a very cruel king. Once he attacked Kalinga. A fierce battle was fought and thousands of soldiers were killed on both sides. Ashoka won a victory, but the terrible blood-shed changed his nature completely. He began to hate war and violence. Ashoka was perhaps the first ruler in the human history who accepted peace as the principle of his life. It was the result of his efforts that the message of the Buddha reached far-off countries.

EXERCISE 6

एक पुरुष ने अपनी घड़ी एक साहूकार के पास गहने रखी। एक रात साहूकार अपने घर सो रहा था। एकाएक किसी ने जोर से दरवाजा खटखटाया। साहूकार की नींद खुल गई। आवाज आई, "क्या तुम नीचे आओगे या मैं दरवाजा तोड़कर नीचे ले आऊँ?" साहूकार घबराया हुआ नीचे आया और दरवाजा खोल कर नम्रता से पूछा, "क्यों भाई! मैं क्या सेवा कर सकता हूँ?" आने वाले ने कहा, "बस इतना बता दो कि समय क्या है? मेरी घड़ी आप के पास है, परन्तु मैंने एक बजे की गाड़ी पकड़ने से पहले सोचा कि ठीक समय का पता कर आऊँ।"

Model Translation : A man pawned his watch with a banker. One night, the banker was sleeping in his house. All of a sudden, someone knocked at the door with great force. The banker woke up. A voice said, "Will you come down or I should break open the door and bring you down?" The banker came down perplexed. He opened the door and asked politely, "Well brother ! what can I do for you?" The visitor said, 'only tell me the time. My watch is with you, but before catching the one o'clock train, I thought that I should go and ascertain the correct time."

EXERCISE 7

गांधी जी बड़ा ही सादा जीवन व्यतीत करते थे। एक दिन सबेरे जब वे चरखे पर सूत कात रहे थे, एक लड़के ने उनकी झोपड़ी में प्रवेश किया। गाँधी जी को अर्द्धनग्न अवस्था में देखकर लड़के को आश्चर्य हुआ। उसने महात्मा जी से पूछा, 'बापू, आप कुरता क्यों नहीं पहनते ? यदि आपके पास पैसे नहीं हैं तो मैं आपके लिए एक कुरता ला दूँगा।' गाँधी जी ने हँसकर जवाब दिया, "मेरे प्यारे बच्चे, एक कुरते से मेरा काम नहीं चलेगा। इस देश में लाखों आदमी हैं जिनके पास अपना शरीर ढकने के लिए कपड़ा नहीं है। यह कैसे हो सकता है कि मैं कुरता पहनूँ और वे नंगे रहें ?"

Model Translation : Gandhiji led a very simple life. One day in the morning when he was spinning yarn on the wheel, a boy entered his hut. The boy was surprised to see Gandhiji in that half-naked state. He asked the Mahatma, "Bapu, why don't you wear a shirt ? If you have no money to buy it, I shall bring one for you." Gandhiji laughed and said, "My dear child, one shirt will not do. There are millions of people in this country who have no cloth to cover their body. How can it be possible that I should wear a shirt while they remain naked?"

EXERCISE 8

एक बार एक सीधा-सादा व्यक्ति स्टेशन पर गया। वहाँ पर काफी भीड़ थी। खिड़की के सामने लम्बी लाइन थी। वह भी लाइन में खड़ा हो गया। उसे लाइन में खड़े-खड़े काफी धक्के लगे। जब चार-पाँच धक्के लगातार लगते रहे तो एक सिपाही ने उसे टोका। "क्यों रे, बार-बार लाइन से क्यों बाहर निकल जाता है ?" वह बोला, "क्या करूँ पीछे से धक्के पड़ रहे हैं।" फिर उसे धक्का लगा। पीछे मुड़ कर देखा तो एक मोटा ताजा ठिगना व्यक्ति खड़ा था। वह अपनी मूछों को ताव दे रहा था। उसने कहा, "साहब, कृपा करके धक्के मत मारें।" मोटा आदमी बोला, "धक्के कौन मार रहा है, मैं तो सांस ले रहा हूँ।" सुनने वाले हँस पड़े।

Model Translation : Once a simpleton went to a railway station. There was a great rush. There was a long queue before the booking window. He too stood in the queue. He received many a push while he stood in the queue. When he had received four or five pushes one after the other, a policeman said scoldingly, "O, why do you come out of the queue again and again ?" He said, "What can I do ? I am being pushed from behind." Again he received another push. He turned and saw that a fat and short man stood there. He was twisting his moustaches. He said, "Sir, do not give me pushes, please". The fat man said, "Who is giving pushes ? I am only breathing". The hearers began to laugh.

EXERCISE 9

यदि तुम परिश्रम नहीं करोगे तो तुम्हें कोई पसन्द नहीं करेगा। तुम्हारे माता-पिता तुमसे क्रुद्ध होंगे। तुम कभी सुखी न रहोगे, तुम न धन कमा सकोगे और न आराम का जीवन व्यतीत करोगे। कोई भी तुम्हारी सहायता करना पसन्द न करेगा, हर एक यह कहेगा, मैं इसकी सहायता क्यों करूँ ? वह अपनी सहायता आप नहीं करता। उसे खेलने का चाव है और

काम करना नहीं चाहता। इसलिए वह सहायता का अधिकारी नहीं है। उसे अपने अपराध का दण्ड भुगतना चाहिए। अन्त में तुम पछताओगे परन्तु इसका कोई लाभ न होगा।

Model Translation : If you do not work hard nobody will like you. Your parents will be annoyed with you. You will never be happy. Neither will you be able to earn money nor will you lead a happy life. Nobody will like to help you. Everybody will say, "Why should I help him when he does not help himself? He is fond of playing and does not want to work. So, he does not deserve any help. He should suffer for his faults."

EXERCISE 10

नियम जरूरी हैं परन्तु नियमों का कोई अन्त नहीं। कई नियम तो बहुत सख्त होते हैं जैसे कि सड़क के नियम, जिन्हें तोड़ने पर जीवन या अंग को खतरा हो सकता है। लेकिन कई नियम केवल आपके निर्देशन के लिए होते हैं, जिनका आप अपनी बुद्धि अनुसार पालन कर सकते हैं, या उनसे मुँह मोड़ सकते हैं, हमें उनकी रूढ़ि की तरफ जाना चाहिए, अक्षरों की तरफ नहीं, क्योंकि नियम हमारे आराम के लिए हैं, न कि बेआरामी के लिए।

Model Translation : Rules are necessary, but there is no end to rules. Some are hard and fast rules like the rules of the road which cannot be broken without danger to life and limb. But some rules are only for your guidance which you may follow or ignore as your common sense dictates. We should observe them in the spirit, not in the letter because rules are for our comfort, not for our discomfort.

EXERCISE 11

इस संसार में ऐसे मनुष्यों की संख्या अधिक मिलेगी, जिन्हें धन, यश, सुख और ऐश्वर्य पाने की तीव्र इच्छा तो है, पर वह चाहते यह हैं कि बिना प्रयत्न किए ही वे सम्पत्तिशाली हो जाएं। वे चाहते हैं कि बिना कुछ अध्ययन किए ही विद्वान् लेखक हो जाएं। परन्तु उनकी सब इच्छाएं न तो कोई अर्थ ही रखती हैं और न कुछ महत्त्व ही। हाँ, यदि वे अपनी इच्छाओं को सम्मुख रखकर उनको पूरा करने के लिए दृढ़ परिश्रम आरम्भ कर दें तो उनकी इच्छाएं भी महत्त्वपूर्ण हो जाएंगी और सफलता भी उनके पांव चूमेगी।

Model Translation : In this world there is a large number of such people as have a burning desire for wealth, fame, pleasure and luxury, but they want to be wealthy without making any effort. They want to be learned writers without any study. But their desires have neither any meaning nor any importance. But if they keep their wishes before them and begin to work hard to achieve them, then their desires will gain importance and success will kiss their feet.

EXERCISE 12

मेजर बलवन्त जब विनोद को लेने के लिए स्टेशन पर पहुँचा तो वह बहुत खुश था। उसके मस्तिष्क में बलराज की हत्या का रेखा-चित्र बनने लगा था। विनोद को उसने हत्या की घटनाओं से परिचित करा दिया। विनोद कुछ मिनट तक तो विचार करता रहा और फिर बोला, "अगर आपने इस रहस्य को सुलझा लिया तो जासूसी के इतिहास में यह एक सुनहरी अध्याय होगा!"

Model Translation : When Major Balwant reached the railway station to receive Vinod, he was very happy. He had begun to draw an outline of Balraj's murder in his mind. He acquainted Vinod with the incidents of murder cases. Vinod remained lost in thought for a few minutes and then said, "If you solve this mystery, it will be a golden chapter in the detective history."

EXERCISE 13

मेरा जीवन देहात में बीता था। इसलिए सन् 1978 में जब मैं शहर में रहने आया तो वहां की गरीबी देखकर अचम्भे में रह गया। देहात की दरिद्रता से तो मैं परिचित था, किन्तु शहर की गरीबी मेरे लिए एक बिल्कुल नई अनुभूति थी। इसकी मैंने पहले कभी कल्पना तक नहीं की थी। शहर में आप चाहे किसी भी सड़क से होकर निकलिए, आपको भिखारी अवश्य मिलेंगे। यह भिखारी देहात के भिखारियों जैसे नहीं होते।

Model Translation : My childhood was spent in the villages. So when in 1978 I came to live in a city I was shocked at the sight of poverty prevailing there. I was familiar with the poverty of the village, but urban poverty was a totally new experience for me. I had never thought of it before. You may go along any road in the city, you will certainly come across beggars. These beggars are not like the rural beggars.

EXERCISE 14

बाघ घने जंगलों में रहता है। यह रात के अंधेरे में घूमने के लिए निकलता है। घने जंगलों में दिन के समय भी अंधेरा छाया रहता है, क्योंकि सूर्य की किरणें घने वृक्षों तथा झाड़ियों में से प्रवेश नहीं कर पातीं। बाघ की चमकती हुई आँखें एवं सुन्दर शरीर देखने में बहुत खूबसूरत और भयंकर मालूम पड़ता है। कहा जाता है कि इस डरावने और सुन्दर जानवर की रचना भगवान् ने खुद ही की होगी।

Model Translation : The tiger lives in thick jungles. He comes out to roam about in the darkness of night. In dense forests it is dark even in day-time, because the rays of the sun cannot pass through the thick trees and bushes. The bright eyes and the beautiful body of the tiger look very charming and fearful. It is said that God must have created this terrible and charming animal Himself.

EXERCISE 15

रेडियो भी कितनी रोचक वस्तु है— रोचक भी और काम की भी। यह अकेलेपन का सहारा है। अनपढ़ों का शिक्षक है। समय की कमी के अवसर पर समाचार-पत्र है। व्यापारियों के लिए विज्ञापन का प्रभावशाली साधन है। घर की रौनक है। पर आजकल के युवक इसका केवल एक ही लाभ उठाते हैं और वह है फिल्मी गाने सुनना। रेडियो को जनसाधारण के लिए ही नहीं, शिक्षित लोगों की शिक्षा का भी एक उत्तम साधन बनाया जा सकता है।

Model Translation : How interesting the radio is ! It is both interesting and useful. It is a comfort in loneliness. It is a teacher for the illiterate. It serves the purpose of a news paper when we are short of time. It is an effective means of advertisement for businessmen. But the youth of today use it only in one way and that is to listen film songs. The radio can be made a means of education not only for the common people but also for the educated.

EXERCISE 16

प्यार की भावना बहुत तीव्र होती है, परन्तु यह बदलती रहती है। इसकी योग्यता समुद्र की भांति महान् है। जिस प्रकार पृथ्वी और आकाश का सारा पानी समुद्र में समा जाता है, उसी प्रकार सब भावनाएँ वह कितनी भी उच्च क्यों न हो, प्यार की भावना में समा जाती हैं। यही कारण है कि एक संगीत प्रेमी जब प्यार की भावना में व्यस्त हो जाता है तो उसको संगीत की आवश्यकता नहीं रहती। प्यार की भावनाएँ कल्पना पर आधारित होती हैं और इसी कारण इस भावना में परिवर्तन होते रहते हैं।

Model Translation : The emotion of love is very intense, but it goes on changing. It has great potentiality like the ocean. As all the water of the earth and the sky merges into the sea water, so all the emotions, howsoever strong, merge into the emotion of love. This is why a music lover, when merges into the emotion of love, no longer needs music. The emotion of love is based on imagination and that is why it is subject to change.

EXERCISE 17

यह आप ठीक ही कहते हैं कि मुझे धन भी मिला और यश भी, परन्तु मुझे एक बहुत कीमती चीज नहीं मिली- वह है मित्रता। अगर मुझे अपना जीवन फिर से शुरू करना पड़े तो मैं मित्रों की तलाश करूँगा। मेरे धन ने मुझे लोगों के दिलों से मिलने नहीं दिया और अब मैं अनुभव करता हूँ कि मेरा इस जीवन में कोई भी सच्चा मित्र नहीं है। मैं आज कुछ अच्छे मित्रों के बदले अपना सारा धन और मान देने को तैयार हूँ। सच्चे मित्रों की प्राप्ति से बढ़कर दुनिया में दूसरा सुख नहीं है।

Model Translation : You have rightly said that I got wealth and fame. But I did not get a precious thing and that is friendship. If I were to begin my life afresh, I would search for friends. My wealth did not allow me to go into the hearts of people, and now I realise that I have no true friend in this life of mine. Today I am ready to give all my wealth and fame in exchange for a few true friends. There is no greater joy in the world than securing true friends.

EXERCISE 18

विश्वासपात्र मित्र जीवन की एक औषधि है। हमें अपने मित्रों से यह आशा रखनी चाहिए कि वे हमें उत्तम संकल्पों से दृढ़ करेंगे। दोषों और त्रुटियों से हमें बचाएंगे। हमारे सत्य, पवित्रता और मर्यादा के प्रेम की पुष्टि करेंगे। जब हम कुमार्ग पर पैर रखेंगे, तब हमें सचेत करेंगे, जब हम हतोत्साह होंगे तब हमें उत्साहित करेंगे। सारांश यह कि वे हमें उत्तमता पूर्वक जीवन निर्वाह करने में हर तरह से सहायता देंगे। सच्ची मित्रता में उत्तम-से-उत्तम वैद्य की जैसी निपुणता और परख होती है। अच्छी-से-अच्छी माता जैसा धैर्य और कोमलता होती है।

Model Translation : A reliable friend is an elixir of life. We should expect our friends to strengthen our good resolutions, to save us from evils and short-comings and support us in our love for truth, purity and ideals. When we go astray, they will warn us ; when we lose courage, they will encourage us. In short they will help us in every way to lead a good life. A good friend has the competence of a doctor ; he has the patience and gentleness of a mother.

EXERCISE 19

कई महापुरुष अपनी पत्नियों की आज्ञा पर चलते रहे हैं। ऐसे पतियों को जोरू का गुलाम कहते हैं। कई स्त्रियों ने संसार के इतिहास के रेख को बदल दिया है। इतिहास लेखक बतलाता है कि महान् रूसी टालस्टाय को उसकी पत्नी ने इतना तंग किया कि 81 वर्ष की आयु में वह बर्फ पड़ती में घर छोड़ कर चला गया और ग्यारह दिन में मर गया। अमेरिका के प्रसिद्ध राष्ट्रपति अब्राहम लिंकन को उसकी पत्नी बड़ी धमकाती थी। एक बार जब वह प्रातः खाने पर बैठा था तो उसकी पत्नी ने गर्म कॉफी का प्याला उसके मुँह पर दे मारा। विख्यात अंग्रेज लेखक बर्टेण्ड रसल ने 80 वर्ष की आयु में विवाह करवा लिया। सुखमय परिवार तो स्वर्ग है, पर जिस शादी में पति-पत्नी सदा लड़ते-झगड़ते रहते हैं, वह नरक से भी निष्कृष्ट है।

Model Translation : Many greatmen have been dancing to the tune of their wives. Such husbands are called hen-pecked husbands. Some women have changed the course of the world history. A historian has stated that a great Russian named Tolstoy was so much harassed by his wife

that at the age of 81 he left his house in the falling snow and died after eleven days. The wife of Abraham Lincoln, the famous President of America used to threaten him very much. Once he was taking his breakfast, when his wife threw a cup of hot coffee at his face. The famous English author, Bertrand Russel, married at the age of eighty. A happy married life is heaven, but a marriage is worse than hell where the husband and wife always go on quarrelling.

EXERCISE 20

भारत में गरीबी का मुख्य कारण निरक्षरता एवं जिहालत है। कठिनाई यह है कि निरक्षरता और गरीबी एक चन्द्र चक्कर है। निरक्षरता की वजह से गरीबी दूर नहीं होती और जब तक गरीबी न हटे निरक्षरता नहीं हट सकती। हम लोगों की आय का मुख्य साधन खेती-बाड़ी है। पर निरक्षरता और जिहालत की वजह से हमारे किसान उसकी उन्नति की तरफ कोई ध्यान नहीं देते न खेती-बाड़ी के नये विज्ञान के तरीके (आविष्कार) प्रयोग करते हैं। अगर हमें दूसरे देशों के साथ कदम मिलाकर चलना है, तो हमें अपना उद्देश्य बदलना होगा।

Model Translation : Illiteracy and ignorance are the root cause of poverty in India. The difficulty is that illiteracy and poverty are a vicious circle. Poverty does not allow illiteracy to disappear. As long as poverty is not removed, illiteracy cannot be wiped out. Agriculture is the main source of our income. But because of illiteracy and ignorance our farmers pay no heed to its development, not do they use new scientific methods (inventions) of farming. If we have to keep pace with other countries, we shall have to change our outlook.

EXERCISE 21

आधुनिक नगर में जीवन थका देने वाला होता है। मस्तिष्क हमेशा व्यस्त रहता है। काम शीघ्रता से और अच्छी तरह करना पड़ता है। शोर-गुल से हमारा चित्त उचट जाता है। बहुत-से आदमियों की उपस्थिति से हमारा ध्यान बंट जाता है। यही कारण है कि बड़े नगरों में रहने वाले मनोविनोद खोजते हैं। देहात से आने वालों के लिए यह मनोविनोद केवल विलासिता या आमोद है, किन्तु दिल्ली या मुम्बई जैसे नगरों में काम करने वालों के लिए यह एक आवश्यकता है।

Model Translation : Life in a modern city is tiring. The mind is always busy. Work has to be done very quickly and efficiently. The din and noise distracts the mind. The presence of a large number of people divides the attention. That is why the people in big cities are always in search of recreation. Recreation is a luxury for the people coming from the villages, but it is a necessity for the people working in cities like Delhi or Mumbai.

EXERCISE 22

हमारी वर्तमान विद्या प्रणाली में बच्चों की आरोग्यता की ओर अधिक ध्यान नहीं दिया जाता। न ही चरित्र निर्माण की ओर ध्यान दिया जाता है। पढ़ाए जाने वाले विषयों की गिनती आवश्यकता से अधिक है। उन्हें घोटा लगाने में ही विद्यार्थियों का अधिक समय व्यतीत हो जाता है। परीक्षाओं का तरीका भी कुछ ऐसा है कि वह भी विद्यार्थियों को घोटा लगाने के लिए प्रेरित करता है। नवीन ढांचे में विषयों की गिनती कम होगी तथा विद्यार्थियों की शारीरिक, मानसिक एवं आत्मिक उन्नति की ओर अधिक ध्यान दिया जाएगा।

Model Translation : In our present system of education, much attention is not paid to the health of the children. At the same time, no attention is paid to character building. The number of subjects to be taught is more than necessary. Most of the time of the students is spent on learning them by rote. The system of examinations is of such a type that it encourages cramming among the students. In the

new pattern, the number of subjects will be reduced and greater attention will be paid to the physical, mental and spiritual development of the students.

EXERCISE 23

शिमले की माल रोड पर एक दुकान है जो पुरानी पुस्तकें बेचती है। जब भी मैं शिमला जाता हूँ और मैं फुरसत में होता हूँ तब मैं कई घन्टे उस दुकान में व्यतीत करता हूँ। पर आजकल मैं पुरानी पुस्तकें नहीं खरीदता हूँ। मेरी पत्नी की शिकायत है कि पुरानी पुस्तकों से घर गन्दा होता है। वह नई पुस्तकों को पसन्द करती है, किन्तु मैं पुरानी पुस्तकों को बड़ा ध्यान से देखता हूँ। कुछ वर्ष पूर्व कोलकाता की एक पुस्तकों की दुकान में मुझे एक ऐसी पुस्तक मिली जिसकी उपलब्धता कठिन थी। मैंने यह पुस्तक केवल पांच रुपये में खरीद ली।

Model Translation : On the Mall Road in Shimla there is a shop which sells old books. Whenever I go to Shimla and have leisure, I spent several hours at this shop. But these days, I do not buy old books. My wife complains that old books give a shabby look to the house. She likes new books, but I examine the old books very carefully. A few years ago, at a book shop in Kolkata I found a book which was not easily available. I bought this book only for five rupees.

EXERCISE 24

शान्ति एक वरदान है और युद्ध एक शाप। कोई भी देश युद्ध के पक्ष में नहीं है, क्योंकि यह अपने साथ बीमारी, बेकारी, बरबादी और तबाही लाता है। पुराने जमाने में भी युद्ध होते थे, परन्तु वह इतने विनाशकारी नहीं थे। आज का युद्ध विज्ञान का युद्ध है। विज्ञान ने बड़ी-बड़ी भयानक और जहरीली गैसों, बम और बड़े भयानक लड़ाई के शस्त्र बना लिये हैं। आँख झपकते ही अनेक सैनिक मौत की नींद सो जाते हैं।

Model Translation : Peace is a blessing and war is a curse. No country is in favour of war because it brings in its train disease, unemployment, ruin and destruction. There used to be wars even in the past. But they were not so destructive. A modern war is a war of science. Science has invented many horrible and poisonous gases, bombs and terrible weapons of war. Countless soldiers are put to death in the twinkling of an eye.

EXERCISE 25

गांधी जी जिनको लोग बापू या राष्ट्रपिता के नाम से याद करते हैं, कोई साधारण व्यक्ति न थे। वह भारत के लिए ईश्वरीय देन थे। उनका शरीर निर्बल था, परन्तु उनके अन्दर एक शक्तिशाली आत्मा थी। उनका स्वर बड़ा कोमल मगर प्रभावशाली था। वह शान्ति और सत्य के देवदूत थे। वह राम नाम को सब रोगों की औषधि समझते थे। सादा जीवन और उच्च विचार उनके जीवन का आदर्श था। जो वह प्रचार करते थे खुद भी उस पर अमल करते थे। परन्तु 30 जनवरी, 1948 को उनकी हत्या कर दी गई। सारा संसार शोक में डूब गया।

Model Translation : Gandhiji, whom people remember as Bapu or the father of the Nation, was not ordinary man. He was a divine gift to India. No doubt, his body was weak, but a powerful soul resided in him. He had a soft, but impressive voice. He was an apostle (a divine messenger) of peace and truth. He regarded the name of Rama as the panacea for all ills. Simple living and high thinking was the ideal of his life. He practised whatever he preached. But he was assassinated on 30th of January, 1948. The whole world was plunged in grief.

EXERCISE 26

बीसवीं शताब्दी 'इश्तेहारबाजी' (विज्ञापन) का युग है। विज्ञापन किसी वस्तु को बढ़िया एवं प्रसिद्ध बना सकते हैं। अमरीका की अनेक कम्पनियां विज्ञापन देने पर लाखों डालर व्यय करती हैं। उनकी वस्तुओं के विज्ञापन संसार के समस्त प्रमुख समाचार पत्रों में प्रकाशित होते हैं। सनलाइट साबुन, दार्जीलिंग की चाय तथा कैची मार्का सिगरेट विज्ञापनों के कारण समस्त संसार में बिकते हैं। अपने नगर में देखो, प्रतिदिन सिनेमा के विज्ञापन टांगे में लाउड स्पीकर द्वारा शहर में दिए जाते हैं।

Model Translation : The twentieth century is the age of publicity and advertisement. Advertisement can present any article as great and famous. Numerous American companies spend millions of dollars on advertisement. The advertisements of their commodities are published in all the outstanding newspapers of the world. Sunlight soap, Darjeeling tea and Scissors marka cigarettes are sold all over the world because of advertisement. Throw a glance at your own town. Cinema advertisements are carried on in the town on a tonga with the help of a loud-speaker.

EXERCISE 27

इतिहास ने हमें यह पाठ सिखाया है कि जब हमारा देश छोटे-छोटे राज्यों में बंट गया और हम एक होकर बाहर के हमलों का सामना न कर सके तो हिन्दुस्तान में विदेशी सत्ता जम गई। हमारे आन्तरिक झगड़े, पारस्परिक ईर्ष्या-द्वेष, स्वाभाविक वैर-भाव के कारण ही कई विदेशी आए और हम उनके आगे हार गये। हमें दुबारा ऐसे जाल में नहीं फँसना चाहिए। ऐसा लगता है कि हम इतिहास के इस पाठ को भूल गये हैं।

Model Translation : History has taught us this lesson that when our country was divided into small states and we did not take a united stand against foreign aggression, foreign rule was established in India. Our internal conflicts, mutual enmities and jealousies, usual hostilities tempted many foreigners to come and we surrendered to them. We should not get into such a net again. It seems as if we have forgotten this lesson of history.

EXERCISE 28

हम जो आधुनिक संसार में रहते हैं, अपने आप को सभ्य कहने में गर्व करते हैं। क्या यह इसलिए कि हम अपने पूर्वजों से अच्छे ढंग से रहते हैं और अच्छे कपड़े पहनते हैं ? निःसंदेह हमें विज्ञान के आविष्कारों के लाभ प्राप्त हैं, जिनका पूर्वजों को कभी ज्ञान भी नहीं था। परन्तु आओ हम अपने हृदय को टटोलें और अपने आप से यह प्रश्न पूछें, "क्या विज्ञान ने हमारी समस्याएं सुलझा दी हैं ?" उत्तर है कि "नहीं"। वास्तव में विज्ञान ने हमारी चिन्ताएं बढ़ा दी हैं। शायद आज हम पहले से कहीं अधिक आसानी से और तेजी से मारने का काम करते हैं।

Model Translation : We, who live in the modern age, are proud to call ourselves civilized. Is it because we live and dress in a better manner than our forefathers ? No doubt, we have got the benefits of the inventions of science which were completely unknown to our forefathers. But let us look within and put this question to ourselves, "Has science solved our problems?" The answer is, "No". In fact, science has added to our worries. Perhaps we can kill much more easily and swiftly than ever before.

EXERCISE 29

दुःख की बात है कि परीक्षा में नकल करने की प्रवृत्ति दिन प्रतिदिन बढ़ती जा रही है। इसका एक कारण यह है कि बहुधा विद्यार्थी सारा वर्ष परिश्रम नहीं करते। अपना समय सिनेमा, फैशन और गप्प-शप्प में नष्ट कर देते हैं। शारीरिक रूप से तो वे कक्षा में होते हैं, किन्तु उनका ध्यान कहीं और होता है। जब परीक्षा निकट आती है तो वे अपनी सफलता के बारे में चिन्तित होते हैं। किन्तु समय के अभाव के कारण कुछ नहीं कर पाते। अब वे नकल करने की सोचते हैं। वे परीक्षा भवन में कोई पुस्तक या कागज़ छुपा कर ले जाते हैं। बहुत-से विद्यार्थी रंगे हाथों पकड़े जाते हैं। परिणामस्वरूप उन्हें परीक्षा देने से दो या तीन वर्षों के लिए वंचित कर दिया जाता है। इससे उनका विद्यार्थी जीवन प्रायः समाप्त हो जाता है।

Model Translation : It is a matter of regret that the tendency to use unfair means in the examination is increasing day by day. One of its causes is that students do not work throughout the year. They waste their time on films, fashions and gossips. Physically they are present in the class, but mind is elsewhere. When the examinations draw near, they get worried about their success. But they fail to do anything because of the shortage of time. Then they think of copying in the examination. They surreptitiously (stealthily) carry some book or paper to the examination hall. Many of them are caught red-handed. As a result, they are debarred from appearing in the examination for two or three years. Thus their student career often comes to an end.

EXERCISE 30

बहुत-से लोग ऐसे हैं जो भाग्य में विश्वास रखते हैं। वे कहते हैं कि मनुष्य भाग्य के हाथ में एक खिलौना है। उसकी समृद्धि और उसका भविष्य भाग्य पर निर्भर है। वे स्वयं प्रयत्न करना छोड़ देते हैं और समझने लग जाते हैं कि हमें वही मिलेगा जो हमारे भाग्य में है, परन्तु यह विचार गलत है। भगवान् उनकी सहायता करता है जो अपनी सहायता आप करते हैं। मनुष्य अपना भाग्य आप ही बनाता है। इतिहास के पन्ने उलटने से पता चलता है कि बहुत-से लोग जो निर्धन घराने में पैदा हुए, वे अपने साहस, परिश्रम और बुद्धिमत्ता से ही बड़े बने। केवल सुस्त, निकम्मे और बुद्धिहीन लोग ही भाग्य पर विश्वास रखते हैं। आकाश की ओर देखने से ही रोटी हमारे मुँह में नहीं पड़ेगी। हमें स्वयं रोटी कमाने के लिए संघर्ष करना है।

Model Translation : Many people are of such a type that they believe in fate. (Many people are fatalists.) They say that man is a puppet in the hands of fate. His prosperity and future depend upon fate. They give up making efforts and start believing that they will get whatever is fixed by fate. But his attitude is wrong. God helps those who help themselves. Man is the architect of his own fate. By turning over the pages of history we come to know that many people, who were born in poor families, rose to greatness by dint of their courage, hard work and wisdom. Only the lazy, idle and foolish people believe in fate. Bread will not come to our mouth, if we simply keep on gazing at the sky. We have to struggle hard to win our bread.

UNSOLVED EXERCISES

Q. Translate the following passages into English—

EXERCISE 1

भारत और इंग्लैंड की क्रिकेट प्रतियोगिताएं इस बार बहुत रोचक रहीं। मैंने पहले तीनों टेस्ट मैचों का आँखों देखा हाल रेडियो पर ध्यान से सुना। मैं ही नहीं, देश विदेश में लाखों भारतीयों ने इन मैचों में गहरी रुचि दिखाई। मुझे चेन्नई का मैच सबसे रोचक लगा जिसमें भाग्य की देवी कभी भारत और कभी इंग्लैंड पर मुस्कुराती रही। अन्त में विजय भारतीय खिलाड़ियों ने प्राप्त की और इस प्रकार तीन मुकाबलों में दो एक से आगे रहे। इस मैच में हमारे बालकों ने तो कमाल ही कर दिखाया। बेदी और प्रसन्ना अन्त तक अंग्रेजी बल्लेबाजों पर छाए रहे। खेद तो इस बात का है भारतीय कप्तान प्रसन्ना को पहले गेंद फेंकने के लिए नहीं लाया अन्यथा इंग्लैंड की रन संख्या शायद सौ से ऊपर न जा पाती। हमारे बल्लेबाजों ने भी खूब हाथ दिखाए। पटौदी और दुरानी ने अंग्रेजी बालरों के छक्के छुड़ा दिए।

EXERCISE 2

कहते हैं एक रात को किसी काजी ने किसी पुस्तक में पढ़ा कि सिर का छोटा होना और दाढ़ी का लम्बा होना मूर्खता सिद्ध करता है। काजी में दोनों गुण थे। उसने सोचा सिर तो बड़ा होने से रहा परन्तु दाढ़ी शायद छोटी हो सकती है। कैंची जो ढूंढ़ी न मिली। जब कोई विधि न बन पड़ी तो उसने दाढ़ी हाथ में थामी और आधी दिए के ऊपर रखी। बालों में आग जो लगी वह आधी भी अपने हाथ से छोड़ दी और सारी से हाथ धो बैठा। काजी लज्जा से पानी पानी हो गया और पुस्तक में जो लिखा था उसकी पुष्टि हो गई।

EXERCISE 3

जब मेरी आँख खुली तो सुबह हो चुकी थी, वह मेरी जिन्दगी की पहली सुबह थी जो अपने साथ सूरज नहीं लाई थी और हर किरण से मुँह मोड़कर अंधेरे की पहली चादर बनकर मेरी दुनिया पर छा गई। मैंने आँखें खोलकर करवट बदली और लगा कि मैं वर्षों से बीमार हूँ। फिर वह सुबह गुजर गई और उस समय जब कि दीवारें धूप से हांपने लगीं तो मैं बाहर निकल गया और पता नहीं किस वक्त तक वापस आया। इतना मालूम है कि मैं सदर दरवाजे में अन्धेरे के दलदल में फँसा खड़ा था।

EXERCISE 4

जब हमने दसवीं की कक्षा पास की तो स्थानीय स्कूल के हैडमास्टर साहिब विशेष रूप से बधाई देने आए। नज़दीकी रिश्तेदारों ने दावतें दीं। मुहल्ले में मिठाई बांटी गई और हमारे माता-पिता पर अचानक यह भेद खुला कि जिस लड़के को उन्होंने एक बार बेकार और नालायक बेटा समझ रखा था वह वास्तव में बहुत योग्य है। थर्ड डिवीजन में पास होने के कारण यूनीवर्सिटी ने हमें पुरस्कार देना उचित न समझा। चूँकि हमारे खानदान ने परमात्मा की कृपा से आज तक किसी के आगे हाथ नहीं फैलाया। अतएव पुरस्कार का न मिलना भी अच्छा समझा गया और पास के सम्बन्धियों ने तो परीक्षकों की सूझ-बूझ की सराहना की कि कम नम्बर देकर कुनबे की लाज रख ली।

EXERCISE 5

कॉलेज के दिन भी कितने सुनहरे होते हैं। उनकी मीठी याद जीवन भर ताजा रहती है। विद्यार्थी राजकुमारों की भांति बन संवर कर आ जाते हैं। जैसे पक्षी स्वतन्त्रता से आकाश में उड़ते हैं, वे भी अपनी ही इच्छा से श्रेणी में आते एवं जाते हैं। पुस्तकें साथ लाएं या न लाएं कोई पूछता नहीं। काम करें या न करें कोई शारीरिक दण्ड नहीं मिलता। हाँ, जुर्माना होता है, वह भी माता-पिता को देना पड़ता है। कॉलेज की टक-शाप तो उनके लिए एक पवित्र स्थान है, जहां घण्टों खड़े रहते हैं। खाते-पीते और व्यर्थ की बातें करते हैं। फिल्मों की आलोचना करते हैं। नये फैशनों की सोचते हैं और हवाई किले बनाते हैं, परन्तु खेद यह है कि कॉलेज का जीवन शीघ्र समाप्त हो जाता है।

EXERCISE 6

मनुष्य का जीवन एक दर्द भरी कहानी है। वह इस दुनिया में अपनी इच्छा के विरुद्ध आता है और आशा के प्रतिकूल चला जाता है। जब वह उत्पन्न होता है तो उसके माता-पिता और सम्बन्धी फूले नहीं समाते। जब वह बड़ा होता है तो उसे स्कूल भेजा जाता है जहां वह अध्यापक के डंडों से डरता है। कॉलेज में तो उसकी दुनिया ही बदल जाती है। अपने आपको राजकुमार समझता है और पुस्तकों को छूता भी नहीं। कॉलेज के जीवन के बाद उसे रोटी की फिक्र होती है। बेकारी के कारण उसे द्वार-द्वार पर भटकना पड़ता है। आखिर उसे एक मामूली-सी नौकरी मिलती है जिससे उसका कठिनाई से निर्वाह होता है। अब यदि शादी करे तो उसका जीवन पशुओं जैसा हो जाता है और यदि वह कुंवारा है तो लोग उसके चरित्र पर सन्देह करते हैं।

EXERCISE 7

एक योद्धा लड़ाई में मारा गया। उसकी लाश घर लाई गई। जब उसकी पत्नी ने लाश को देखा तो वह शोक से गूंगी हो गई। इसको रूलाने के लिए उसकी सखियों ने योद्धा की प्रशंसा करनी आरम्भ की। उनके शब्दों ने विधवा पर कोई प्रभाव न डाला। तब उसकी सखियों में से एक ने योद्धा के चेहरे को नंगा किया। वह अपने पति के चेहरे को देख कर भी न रोई। अन्त में योद्धा के बच्चे को विधवा की गोद में डाल दिया गया। वह फूट-फूट कर रोने लगी और चिल्लाई, "मेरे बच्चे, मैं तुम्हारे लिए जीवित हूँ।" माता का बच्चों के प्रति अगाध प्रेम होता है।

EXERCISE 8

पुस्तकें हमारे लिए एक महत्वपूर्ण काम करती हैं। वे हमारे जीवन का एक आवश्यक अंग बन चुकी हैं। इनके बिना हमारा जीवन अधूरा और फीका है। ये हमारे ज्ञान को बढ़ाती हैं। जब हम उदास या अकेले हों तो यह मीठे शब्दों में हमारा मनोरंजन करती हैं। ये हमें अंधेरे से उजाले में लाती हैं। यह हमारा पथ प्रदर्शन करती हैं। ये दुःख-सुख में हमारा साथ देती हैं, ये हमें कई प्रकार की शिक्षा देती हैं। इनके द्वारा हम उन बड़े-बड़े साहित्यकारों से मिल सकते हैं जो कि शारीरिक रूप से मर चुके हैं, परन्तु अपनी पुस्तकों में जीवित हैं। हमें पुस्तकें पढ़ने में रुचि पैदा करनी चाहिए।

EXERCISE 9

जब से गाँव छोड़कर शहर आया हूँ मेहमानों ने मेरा नाक में दम कर रखा है। छोटा-सा किराये का मकान है और आय इतनी कम है कि मुश्किल से निर्वाह होता है मगर मेहमान हैं कि पीछा ही नहीं छोड़ते। क्या मित्र, क्या रिश्तेदार सभी मुँह उठाए चले आते हैं। न दिन देखते हैं न रात। अब तो यह हालत हो गई है कि मेहमान आने की खबर सुनकर मेरा दिल

बैठने लगता है। रविवार और अवकाश के दिन तो जीना मुश्किल हो जाता है। दस बार बाज़ार भागना पड़ता है। दस-बीस रुपये की चपत भी लगती है। पूरा वेतन पन्द्रह तारीख तक समाप्त हो जाता है और पन्द्रह दिन तक उधार लेकर खाता हूँ। अब तो हम मकान के बाहर ताला लगाकर अन्दर रहते हैं ताकि मेहमान ताले के दर्शन करके लौट जाएं।

EXERCISE 10

राम का सारा वेतन उसकी पत्नी अपनी मुट्ठी में ले लेती और वह बेचारा महीना भर उसके हाथों की ओर देखता। पत्नी अपनी सहेलियों के साथ मौज़ उड़ाती और राम को समय पर रोटी भी न मिलती। जब एक दिन तंग आकर उसने पत्नी से कहा, "मुझे समय पर रोटी तो बना दिया करो," तो वह बोल उठी, "मैं तुम्हारी नौकरानी नहीं हूँ जो दिन-रात रसोई में जुटी रहूँ। मेरे बाप के घर सात नौकर थे। मुझ से रोटी नहीं बनती। अपने माँ-बाप से कहो कि नौकर रख दें।" उस दिन से राम रोटी बनाने लगा। हाँ, इतना जरूर था रोटी बनाते समय वह घर के सभी दरवाज़े बन्द कर लेता था। वह पकाता था, पत्नी खाती थी।

EXERCISE 11

शाम के समय आसमान किस तरह धीरे-धीरे रंग बदलता है। मेरे कमरे की खिड़की पश्चिम की ओर है। बचपन से ही हर शाम को मैं खिड़की में खड़ी होकर आसमान का रंग बदलता देखा करती थी। मुझे बड़ा अच्छा लगता था। पन्द्रह साल की उमर तक रोज़ हाँ सच...रोज़ शाम को उसी खिड़की में खड़ी होकर मैंने आसमान को देखा था। उसके बाद तीन वर्ष तक नहीं देख पाई। कमरे में खिड़की ही नहीं थी...पूर्व-पश्चिम की तो बात ही क्या। बाहर की ओर जितनी खिड़कियाँ थीं बन्द थीं। सब में धुंधला शीशा लगा हुआ था। रौशनी आती थी पर दिखाई कुछ नहीं पड़ता। ओह ! शाम के समय आसमान देखने के लिए मैं किस तरह छटपटाया करती थी।

EXERCISE 12

कविता तुम्हारे दिलों में संगीत भरती है, स्त्री ही तुम्हारे ऊबे हुए मन को बहलाती है। पुरुष जब जीवन की सूखी चट्टानों पर चढ़ता-चढ़ता थक जाता है तब सोचता है "चलो थोड़ा मन बहलाव ही कर लें"। तब स्त्री पर अपना सारा प्यार अपने सारे अरमान न्यौछावर कर देता है, मानों और संसार में कुछ नहीं और उसके बाद वह चांदनी बीत जाती है, जब कविता नीरस हो जाती है, तब पुरुष को चट्टानें फिर बुलाती हैं, और वह ऐसे भागता है जैसे पिंजरे से छूटा हुआ पंछी और स्त्री के लिए फिर वही सूनापन।

EXERCISE 13

बेवकूफ ! आदमी कभी अच्छा होता ही नहीं। इस दो पांवों के जानवर को लोग आदमी कह देते हैं - जरा उसकी जीभ तो देखो, किस तरह एक-सी होती है- कुत्ते, स्यार, आदमी की जीभ बिल्कुल एक-जैसी- दीखने में बिल्कुल एक दम गुलाबी. खून के लिए लपलपाती। मैं छोटा-सा बच्चा था, जोजफ। बाप ने मुझे किंडर गार्डन में दाखिल करा दिया। आदमी के छोटे बच्चे कितने खतरनाक हो सकते हैं मुझे तब पता चला। वे मुझे ऐंग्लो इंडियन कहकर चिढ़ाया करते थे। मारा को ज्यू कहकर गैस चैम्बर में जला डालने वाले हिटलर और इन बच्चों में फर्क ही क्या रहा जोजफ।

EXERCISE 14

मेरे मित्र का जन्म एक अमीर माँ-बाप के घर हुआ। वे अपने माँ-बाप के इकलौते बेटे हैं। उनका पालन-पोषण एक ऐश्वर्य के वातावरण में हुआ। उनको उच्च शिक्षा दी गई। इस उद्देश्य के लिये वे विदेश भी गए। न धन दौलत और न

ही उच्च शिक्षा उनका दिमाग बिगाड़ा सकी। वे एक शरीफ व्यक्ति हैं। बड़ी नम्रतापूर्वक वे सबसे मिलते हैं। दीनों की सहायता के लिए वह हर समय तैयार रहते हैं। सत्य तो यह है कि वे एक आदर्श व्यक्ति हैं और मानव जाति के अच्छे सेवक हैं। मुझे उन पर बहुत गर्व है।

EXERCISE 15

दरिया का पानी मन्द-मन्द गति से चल रहा था। किनारों पर हरी-हरी घास उगी हुई थी। दरिया किनारों तक भरा हुआ था और यह खतरे के निशान से ऊपर था। कुछ एक मूर्ख व्यक्ति दरिया के किनारे सैर कर रहे थे। इन में से एक ने बड़ी गम्भीरता से कहा, "यदि दरिया को आग लग जाए तो बेचारी मछलियां कहां जाएंगी?" झट से एक साथी कह उठा, "वे भाग कर वृक्षों पर चढ़ जाएंगी।" यह सुन कर एक और साथी व्यंग्यात्मक आवाज में बोला, "मछलियां वृक्षों पर कैसे चढ़ जाएंगी? ये क्या गाय-भैंस हैं?" उसके तर्क ने सब को चुप करा दिया।

EXERCISE 16

सुधा को सितार-वादन सुनने का अत्यन्त शौक था। उसने बी० ए० की पढ़ाई के समय सितार बजाने की कला सीखी थी। बहुत सख्त और निरन्तर कई वर्षों के परिश्रम और अभ्यास से वह एक अच्छे दर्जे की सितार-वादक बन गई थी। उसके ससुराल में उसकी सितार बजाने की रुचि को कोई उत्साह न मिला। उसकी सास पुराने विचारों वाली एक बूढ़ी स्त्री थी। घर में उसका कहा कोई नहीं टालता था। उसने सुधा को सितार बजाने की मनाही कर दी। परन्तु सुधा ने अपनी समझदारी से काम लिया। उसने अपनी सास की इच्छाओं का पूर्ण आदर किया और अपनी सितार पेटी में बन्द करके रख दी।

EXERCISE 17

स्त्रियों को बाजार में वस्तुएं खरीदने का बहुत शौक होता है। बाजार में जाकर उन्हें घर और बच्चों का कोई ध्यान नहीं रहता। उनका प्रयत्न होता है कि बाजार में सभी दुकानें देख कर कोई चीज खरीदें। दुकानदार को स्त्री ग्राहक देख कर शायद ही कोई खुशी होती है। वह एकदम यह जान लेता है कि उसका घण्टा या डेढ़ घंटा अवश्य खराब होगा चाहे उसकी कोई चीज बिके या न। स्त्रियों के इस स्वभाव से हम सभी को शिक्षा लेनी चाहिए। दुकानदार एक चालाक व्यक्ति होता है। इसलिए कोई चीज खरीदते समय हमें इसके भाव आदि के बारे में पूरी तसल्ली और पूछताछ कर लेनी चाहिए। इस तरह हम प्रायः धोखा नहीं खाते।

EXERCISE 18

दहेज एक सामाजिक बुराई है। खेद की बात है कि पढ़े-लिखे लोग भी इसका शिकार हो जाते हैं। दहेज एक दोहरा अभिशाप है। जो दहेज देता है वह अपने भाग्य को कोसता है। जो दहेज लेता है उसका नैतिक पतन हो जाता है। फिर दहेज का पैसा ज्यादा देर नहीं रहता। इधर आया, उधर गया। दहेज प्रथा भ्रष्टाचार को जन्म देती है। दहेज जुटाने के लिए लोगों को हर प्रकार के साधनों का सहारा लेना पड़ता है। कुछ माता-पिता सारी आयु के लिए कर्जदार हो जाते हैं। कई संवेदनशील लड़कियां जिनके माता-पिता दहेज नहीं दे सकते आत्महत्या कर लेती हैं। हमें इस सामाजिक बुराई को जड़ से उखाड़ देना चाहिए।

EXERCISE 19

सभ्यता का तीसरा बड़ा दोष यह है कि इसको पता नहीं लगता कि यह अपने ज्ञान का उपयोग कैसे करे। विज्ञान ने

हमें देवतुल्य शक्तियां प्रदान की हैं, परन्तु हम शिशुवत् उनका प्रयोग करते हैं। उदाहरण के लिए हम यह नहीं जानते कि मशीनों का प्रयोग कैसे करना है। मशीनें मानव के सेवक के रूप में बनाई गई थीं। परन्तु मानव मशीनों पर इतना अवलम्बित हो गया है कि मशीनें काफी हद तक उसकी स्वामी बनती जा रही हैं।

EXERCISE 20

इसमें सन्देह नहीं कि धन कमाना बहुत कठिन काम है। कुछ लोग धन तो कमा लेते हैं, परन्तु उसे ठीक प्रकार से व्यय नहीं कर सकते। जब उनके पास पैसा आ जाता है तो वे ठाठ से रहते हैं, परन्तु जब पैसा फिजूलखर्ची में समाप्त हो जाता है तो वे उदास हो जाते हैं। ऐसे लोग मित्रों तथा दूसरे लोगों से उधार मांगते हैं। उस समय ही वे रुपये के वास्तविक महत्त्व को समझते हैं। इसलिए यह आवश्यक है कि सुखी जीवन बिताने वाले मनुष्य अपना व्यय आय से सदा ही कम रखें। यह बचाया हुआ पैसा उसकी मुसीबत में काम आ सकता है।

EXERCISE 21

पहले और दूसरे विश्व युद्ध के बाद जर्मनी में पुरुषों का अभाव हो गया था जिसके कारण बड़ी संख्या में विदेशियों को जर्मनी में आने का लालच यह दिया गया कि उन्हें वहां सभी नागरिक सुविधाएं दी जाएंगी। लेकिन आज स्थिति वैसी नहीं है और विदेशी केवल पर्यटक बन कर वहां जा सकते हैं। रोजगार करने के इच्छुकों को अवैध प्रवासी करार देकर देश से निकाल दिया जाता है। लेकिन लोगों ने इसका भी एक दिलचस्प रास्ता ढूंढ निकाला है। विदेशियों का हथकंडा उस समय प्रकाश में आया जब एक जर्मन युवती कौरैना ने अपने युगोस्लावियाई पति के विरुद्ध धोखा-धड़ी का मुकदमा दायर कर दिया।

EXERCISE 22

कुछ लोग उसकी पूजा करते थे। कुछ लोग उसके प्राण तक हर लेना चाहते थे। संसार ने हर महामानव के साथ ऐसा ही आचरण किया है। वह भी एक महामानव था। यूनान का रहने वाला था। लोगों को सुमार्ग पर लाने के लिए वह दिन-रात नंगे पांव घूमा करता था। उसकी वाणी में जादू था। उसे सत्य से असीम प्यार था। सत्य की रक्षा के लिए ज़हर का प्याला पीया था। उसका नाम सुकरात था।

EXERCISE 23

विज्ञान मित्र तथा शत्रु दोनों है। यह वरदान भी है और अभिशाप भी। यह शान्तिकाल में देवदूत है, परन्तु युद्धकाल में असुर। इसमें तनिक भी सन्देह नहीं कि इसने हमें अनेक सुख प्रदान किए हैं तथा हमारे जीवन को अधिक सुखी बनाया है, परन्तु साथ ही इसने मानवीय यातनाओं की भी वृद्धि की है। आज लोग इसे कोसते हैं। आज यह अनेक बुराइयों और अभिशापों का मुख्य कारण बन गया है। यह संसार को विनाश के किनारे ले आया है। आधुनिक युद्ध विज्ञान के युद्ध हैं। आज के युद्ध कल के युद्धों की अपेक्षा अधिक भयानक हैं।

EXERCISE 24

हमारा देश एक महान् देश है। यहां कई जातियों के लोग रहते हैं। वे भिन्न-भिन्न धर्मों को मानते हैं। इन धर्मों में बहुत भेद नहीं हैं। सभी धर्मों के मनुष्य भगवान् की कृति हैं। उसी के आदेश के अनुसार मनुष्य सुखी या दुःखी होता है। बिना उसके आदेश के पत्ता भी नहीं हिल सकता। सब उसकी दृष्टि में समान हैं। हम सब अपने-अपने कर्मों का फल भोगते हैं। ऐसी स्थिति में धर्म के नाम पर लड़ना ठीक नहीं है। न कोई बड़ा है न कोई छोटा है। सब को इस संसार में रहने का समान अधिकार है।

EXERCISE 25

भविष्य हमारी ओर देख रहा है। हम एक महान् देश के नागरिक हैं। हमें तीव्र गति से आगे बढ़ना है और अपने उच्च आदर्शों का पालन करना है। हम चाहे जिस धर्म के अनुयायी हों, हम सब भारत की सन्तान हैं और हम सबके समान अधिकार तथा उत्तरदायित्व हैं। हमें संकीर्ण विचारों वाले नहीं होना चाहिए, क्योंकि जिस राष्ट्र के लोग संकीर्ण विचारों वाले होंगे, वह राष्ट्र महान् राष्ट्र नहीं बन सकता।

EXERCISE 26

इस देश का तो भगवान ही मालिक है। चारों ओर रिश्त का बाजार गर्म है। जिधर देखो लूट मची हुई है। हर व्यक्ति अपना उल्लू सीधा करने के लिए देश और राष्ट्र हित को कुर्बान करने से रती भर संकोच नहीं करता। चोर-उचक्के, जिनके कहीं सींग नहीं समाते, वे राजनीति में कूद पड़ते हैं और नेता बन बैठते हैं। इन लोगों को जनता से भला क्या प्रेम हो सकता है? वे कुर्सियों के पीछे भागते हैं। अपने घर भरने की चिन्ता में रहते हैं। न उनका दीन होता है न धर्म! गंगा गए तो गंगाराम और यमुना गए तो यमुनादास! एक-एक दिन में चार-चार दल बदलते हैं। चढ़ते सूरज को सलाम करते हैं और डूबती नैया को छोड़कर भाग जाते हैं। भला वे देश की क्या भलाई कर सकते हैं? जनता को उन्हें मुँह नहीं लगाना चाहिए।

EXERCISE 27

भारत के कई राज्यों में जब युवा परीक्षा के दौर से गुजरते हैं, देश के अग्नि-परीक्षा होती है। परीक्षा के संकट से जूझने के लिए कई राज्यों में पेशेवर परोपकारियों की संगठित संस्थाएं हैं। कुछ प्रश्न-पत्र पता करती हैं, कुछ उत्तर डिक्टेट कराती हैं, कुछ नम्बर बढ़वाने जैसे काम पर डिग्री दिलवाती हैं, नहीं तो खुद ही दे डालती हैं। इस सारी कवायद के बाद भी बेरोजगार बेकार ही रहता है। क्या कभी ऐसी शिक्षा नीति बनाई जाएगी जिससे यह बेकारों के कारखाने और डिग्री की दुकानें बन्द हो सकें?

EXERCISE 28

संसार साहसी पुरुषों को सराहता है और साहसहीनों को कोसता है। क्यों कहा जाता है कि साहसी वही है, जो कष्ट के समय घबराता नहीं। तकलीफ चुपके-चुपके सहता है। वह कायर है, जो कष्ट सह नहीं सकता और अपने साथ औरों को भी दुःख देता है। लेकिन सोचना चाहिए, भला अपना बुरा कौन चाहता है। बुरा पुरुष भी अपना बुरा नहीं चाहता फिर कायर भी अपने पांव पर कुलहाड़ी क्यों मारने लगा। वह बेचारा तो अपने सिर पहाड़ गिर रहा देखता है तो भूचाल आता अनुभव करता है और उसके पांव तले से भूमि सरक जाती है। फिर गरीब क्यों न चीखे चिल्लाए।

EXERCISE 29

हमारे कॉलेज में बहुत बड़ा पुस्तकालय है तथा बड़ी प्रयोगशालाएं हैं। पुस्तकालय एक बड़े हाल कमरे में है और उसके एक ओर वाचनालय में ओपन शेल्फ प्रणाली लागू है और वाचनालय में समस्त नवीनतम पत्र-पत्रिकाएं आती हैं। प्रत्येक वर्ष विद्यार्थी हजारों पुस्तकें पढ़ते हैं। पुस्तक-प्रेमियों में पारस्परिक स्वस्थ प्रतियोगिता-सी चलती है और प्रत्येक विद्यार्थी पुस्तकें पढ़ने में एक-दूसरे से बाजी ले जाना चाहता है। सबसे बड़ी बात तो यह है कि विद्यार्थी पुस्तकालय में पूर्णतया मौन रहकर पढ़ते रहते हैं और तनिक भी शोर नहीं होता।

EXERCISE 30

गालिब का कभी कोई अपना मकान न था। जीवन भर किराये के मकान में रहे। कवियों की तरह रुपये पैसे के विषय में वह बहुत बेपरवाह थे। उनकी आय अच्छी खासी थी। सराजुद्दीन ने उनको तैमूर के राजवंश का इतिहास लिखने के लिये

पचास रुपये मासिक पर नियुक्त किया था। ब्रिटिश सरकार की ओर से अच्छी पेन्शन मिला करती थी, और रामपुर दरबार से सौ रुपये मासिक पाते थे, लेकिन उनके स्वभाव के आदमी के लिये यह रकम कोई अधिक नहीं हो सकती थी। दिल्ली में क्रान्ति से पहले से ही वे सख्त आर्थिक कष्ट में थे।

EXERCISE 31

चिन्ता और चिंता दोनों बहुत भयानक हैं। चिन्ता को चिन्ता से भी भयानक माना जाता है, क्योंकि चिन्ता तो मृत को जलाती है और चिन्ता जीवित को। जो व्यक्ति चिन्ता का शिकार हो जाए उसे न भूख लगती है न प्यास, न उसे दिन में चैन मिलता है न रात में आराम। देखते-ही-देखते वह व्यक्ति सूख कर काँटा हो जाता है। चिन्ता का इलाज किसी डॉक्टर के पास नहीं है। वास्तव में चिन्ता घेरती ही उनको है जो बेकार बैठे रहते हैं। जो व्यक्ति तन-मन से काम में लगा रहता है चिन्ता उसके पास नहीं फटक सकती। इसलिए चिन्ता से बचने के लिए कोई-न-कोई काम अवश्य करते रहना चाहिए। अगर कोई काम न हो तो अपने कपड़े फाड़ कर सीते रहना चाहिए।

EXERCISE 32

ईश्वर का धन्यवाद है कि भारत एक स्वतन्त्र देश है। परन्तु दुःख की बात है कि हमारे देशवासी अपना उत्तरदायित्व नहीं समझते। वे बहुत तंगदिल हैं। वे दूसरे धर्मों के प्रति सहनशीलता नहीं रखते। वे विचारों के मतभेद को सहन नहीं कर सकते। प्रत्येक मनुष्य अपनी मनमानी करना चाहता है। साम्प्रदायिकता जोरों पर है। निर्धनों की कोई सहायता नहीं करता। अमीर लोग दिन प्रतिदिन अधिक अमीर बनते जा रहे हैं। जीवन की आवश्यकताएँ मंहगी होती जा रही हैं। साधारण मनुष्य के लिए गुजारा करना मुश्किल हो गया है।

EXERCISE 33

भगवान् उनकी सहायता करता है जो स्वयं अपनी सहायता करते हैं। यह परखी हुई सच्चाई है। यह बात सब मनुष्यों, राष्ट्रों और जातियों पर लागू होती है। जिस मनुष्य में अपनी सहायता करने का उत्साह होता है, सफलता उसके पाँव चूमती है। यदि यह उत्साह राष्ट्र के बहुत-से लोगों में पाया जाए तो राष्ट्र स्वयं ही दृढ़ बन जाता है। दूसरों पर आश्रित रहने से आदमी कमजोर पड़ जाता है। ऐसा आदमी इस धरती पर बोझ बन जाता है। उसमें आत्मविश्वास की कमी होती है। उसे उसके मित्र और भाई-बन्धु भी दूर रखने का प्रयास करते हैं।

EXERCISE 34

जीवन में सफलता काफी हद तक अच्छे स्वास्थ्य पर निर्भर करती है। इसलिए स्वच्छता, अच्छी आदतों, व्यायाम और ताजी हवा से अपने आपको स्वस्थ रखो। अपने आपको सुदृढ़ और मजबूत बनाओ और ऐसी चीजों से दूर रहो जो स्वास्थ्य को हानि पहुँचाती हों। यह भी याद रखो कि आपका चरित्र आपकी सबसे बड़ी पूंजी है। इसलिए अपने चरित्र को निष्कलंक रखो। प्रत्येक व्यक्ति के साथ नम्रता, सद्भावना व मित्रता की भावना के साथ व्यवहार करो। गरीबों, दीन-दुखियों और अपंग लोगों के प्रति दया की भावना से पेश आओ और सबसे बढ़कर बात यह है कि सच्चाई, पवित्रता तथा नेकी के लिए साहस तथा दृढ़ता से खड़े हो जाओ।

EXERCISE 35

जब कोई मित्र कहता कि उसे देरी हो रही है और घर में पत्नी इंतजार कर रही होगी, तो पंडित जी शरारतपूर्ण ढंग से मुस्कराते हुए कहते- आखिर जोरू के गुलाम ही रहे। एक दिन, जहां तक मुझे याद है इतवार था, मैं पंडित जी के घर गया। दरवाजा खुला था। “पंडित जी” कहते हुए मैंने अन्दर कदम रखा। उनकी पत्नी हाथ में झाड़ू पकड़े थी। “भाभी, कैसी हैं, आप ? पंडित जी क्या कर रहे हैं ?” मैंने कहा। “अपने कमरे में हैं” कहते हुए वे रसोई की तरफ मुड़ी। अन्दर

जा मैंने देखा कि पंडित जी चारपाई के नीचे से सिर निकाल ही रहे थे। मेज़ पर पड़े बेलन ने सारी कहानी कह दी। "पंडित जी ! आप कहां बैठे थे ?" मैंने बड़ी भोली आवाज़ में कहा। पंडित जी झेंप तो गए थे। फिर उन्होंने कहा- "गुप्ता जी, आपको इससे क्या ? मेरा घर है। मैं घर का मालिक हूँ- जहां चाहूँ, मैं बैठ सकता हूँ।"

EXERCISE 36

उसने निश्चय किया था कि अपने देश, अपने योग के आर्थिक पहलू को वह खूब अच्छी तरह विश्लेषण करके देखेगा और उसे आशा थी कि वह एक दिन ऐसा समाधान खोज निकालेगा कि मानव की बहुत-सी समस्याएं हल हो जाएंगी। अपने अर्थशास्त्र के बावजूद वह यह समझता था कि आदमी की जिन्दगी सिर्फ आर्थिक पहलू तक ही सीमित नहीं। वह यह भी समझता था कि वह जिस तरह की दुनिया का सपना देखता, वह दुनिया आज किसी भी एक राजनीतिक क्रान्ति या किसी भी विशेष पार्टी की सहायता मात्र से नहीं बन सकती है। उसके लिए आदमी को अपने को बदलना होगा। यही कारण है कि अपने जीवन में आने वाले व्यक्तियों के प्रति वह बेहद ईमानदार रहता था और अपने अध्ययन और काम के प्रति जागरूक रहता था।

EXERCISE 37

रिश्वत एक बहुत बड़ी सामाजिक बुराई है। यह लोगों को लालची और बेईमान बना देती है। जहाँ लालच और बेईमानी हो वहाँ इन्साफ और इमानदारी नहीं हो सकती। सच्ची बात तो यह है कि रिश्वत देने वाला और लेने वाला दोनों अपराधी हैं और कानून दोनों को अपराधी ठहराता है। पर क्योंकि रिश्वत लेने वाला बिना कार्य किए लाभ उठाता है और देने वाला अनुचित लाभ दोनों अपने अपराध को छिपाने की कोशिश करते हैं और अपराध छिपा रहता है। सरकार को चाहिए कि ऐसे अपराधियों को सज़ा दे।

EXERCISE 38

अपने सब दुर्गणों के बावजूद भी आज 'चाय' सर्वसाधारण के लिए सर्वसुलभ पेय पदार्थ है। हम इस पेय से इतने प्रभावित हैं कि यह हमारे देश की सभ्यता का एक आवश्यक अंग बन गया है। घर में आए अतिथि का स्वागत चाय के बिना नहीं होता। वैसे भी दिन में कई बार लोगों को चाय पीने की आदत-सी हो गई है, परन्तु विशेषज्ञों का मत है कि दीर्घ काल में चाय का शरीर और मस्तिष्क पर बुरा प्रभाव पड़ता है।

EXERCISE 39

एक बार एक युवक ने महान् दार्शनिक सुकरात से पूछा, "कुछ दिनों के बाद मेरा विवाह होने वाला है। पर मैं निश्चय नहीं कर पा रहा हूँ कि विवाह करना चाहिए या नहीं? क्या विवाह करना जीवन में आवश्यक है?" सुकरात मुस्कान के साथ बोले, "विवाह तो जरूर करना चाहिए, क्योंकि इससे लाभ ही होता है, हानि नहीं।" यदि पत्नी अच्छे स्वभाव वाली मिली, तो जीवन का सारा सुख मिल जाएगा और यदि मेरी पत्नी जैसी हुई, तो दार्शनिक बन जाओगे।"

EXERCISE 40

जहाँ चाह वहाँ राह। नेपोलियन ने कहा था कि 'असम्भव' शब्द केवल मूर्खों के शब्दकोश में ही पाया जाता है। नेपोलियन के जीवन से यह बात प्रकट होती है। उसने इस बात को साबित कर दिया है कि दृढ़ विचार वाले व्यक्ति के लिए कुछ भी कठिन नहीं है। शेष सब जनरल जब कोई काम करते हुए निराश हो जाते थे तो नेपोलियन कोई-न-कोई रास्ता खोज निकालता था। सभी बड़े मनुष्यों के जीवन हमें इस बात की याद दिलाते हैं कि उनके रास्ते में बहुत कठिनाइयाँ आती थीं, परन्तु वे उनसे कभी घबराते नहीं थे।

5. TRANSLATION FROM ENGLISH TO HINDI

HOW TO PREPARE THIS QUESTION ?

It is one of the most important questions in the University Examination. A running passage in English will be set in the Examination. It will be a continuous passage. One sentence will lead to another. There will be no broken sentences. Students should not take this question casually. They should attempt it carefully in order to get good marks. This question needs adequate practice. It needs understanding of both the languages.

For the guidance of students, given below is a list of English words with their equivalents in Hindi. Students must make it a point to memorize the authenticated social phraseology given below. These words and phrases will be very helpful in attempting the question on retranslation. Systematic and graded solved exercises have been given here. Students should study and practise them thoroughly.

[इस प्रश्न की तैयारी कैसे करें ?

यह परीक्षा के महत्वपूर्ण प्रश्नों में से एक है। परीक्षा में एक पैरा दिया जाएगा। यह एक अविच्छिन्न पैरा होगा। एक वाक्य दूसरे वाक्य से सम्बन्धित होगा। कोई भी वाक्य विच्छेदित नहीं होगा। विद्यार्थियों को इस प्रश्न को साधारण रूप में नहीं लेना चाहिए। अच्छे अंक प्राप्त करने के लिए उन्हें इसे ध्यानपूर्वक करना चाहिए। इस प्रश्न के लिए अत्यधिक अभ्यास की आवश्यकता होती है। इसे करने के लिए दोनों भाषाओं के ज्ञान की आवश्यकता है।

GOLDEN TIPS :

- Study the given piece of English twice.
- Try to understand its spirit.
- Break up the passage into sentences.
 - Do not try to give literal or word for word retranslation.
 - Do not miss the spirit that is there in each sentence.
 - Take special care of the rules of Hindi grammar.
 - Prepare a rough draft, correct it and then fair it out.

SOLVED EXERCISES

EXERCISE 1

Translate the following passage into Hindi :

He was a Hindu and an Indian, the greatest in many generations, and he was proud of being a Hindu and an Indian. To him India was dear because she had represented throughout the ages certain innumerable truths. But though he was intensely religious and came to be called the Father of the Nation which he had liberated, yet no narrow religious or national bounds confined his spirit.

Model Retranslation. वह हिन्दू और भारतीय था। वह कई पीढ़ियों में महानतम था। उसे हिन्दू और भारतीय होने पर गर्व था। उसे भारत से इसलिए प्रेम था कि भारत युगों से असंख्य सत्यों का प्रतिनिधित्व करता रहा था। परन्तु यद्यपि वह गहन रूप से धार्मिक था और उसे उस राष्ट्र का पिता कहा जाने लगा था जिसको उसने स्वतन्त्र करवाया था, फिर भी उसकी आत्मा संकीर्ण, धार्मिक और राष्ट्रीय सीमाओं में सीमित नहीं थी।

EXERCISE 2

Translate the following passage into Hindi :

Of the duty of the artist in the coming years, much has been said, indeed rather too much. He is always being preached at and being told that he ought to preach. Naturally he will be interested in his surroundings and want to comment on them, he will express the feelings of his people and reflect their attitude, and he will, if generously minded, desire to champion the oppressed and reform abuses.

Model Retranslation. आने वाले वर्षों में कलाकार के कर्तव्य के विषय में बहुत कुछ, निःसंदेह बहुत अधिक कहा जा चुका है। उसे सदा उपदेश दिया जाता है और उसे कहा जाता है कि वह उपदेश करे। स्वाभाविक रूप से ही वह अपने पर्यावरण में रुचि लेगा और उस पर टीका-टिप्पणी करना चाहेगा। वह लोगों की भावनाओं को प्रकट करेगा और उनके दृष्टिकोण को प्रतिबिम्बित करेगा और यदि वह उदार-चित्त हुआ तो वह दलितों का समर्थन करना और बुराईयों का सुधार करना चाहेगा।

EXERCISE 3

Translate the following passage into Hindi :

It is difficult for us to realize how much this safety means. Without safety those higher activities of mankind which make up civilization could not go on. The inventor could not invent, the scientist find out or the artist make beautiful things. Hence order and safety, although they are not themselves civilization, are things without which civilization would be impossible.

Model Retranslation. हमारे लिए यह अनुभव करना बहुत कठिन है कि इस सुरक्षा का क्या महत्त्व है। इस सुरक्षा के बिना मानवता की वे उच्च क्रियाएं नहीं चल सकतीं जिनसे कि सभ्यता का निर्माण होता है। आविष्कारक आविष्कार नहीं कर सकेगा, वैज्ञानिक खोज नहीं कर पाएगा और कलाकार सुन्दर वस्तुएं नहीं बना पाएगा। अतः व्यवस्था और सुरक्षा, यद्यपि स्वयं सभ्यता नहीं हैं, फिर भी वे ऐसी चीजें हैं जिनके बिना सभ्यता असम्भव होगी।

EXERCISE 4

Translate the following passage into Hindi :

A little group of men, all of whom had achieved conspicuous success in life, were recently talking after dinner round the fire in the smoking-room of a London Club. They included an eminent lawyer, a politician whose name is a household word, a well-known priest and a journalist. The talk traversed many themes, and arrived at that very familiar subject : if it were in your power, would you live this life again ? With one exception the answer was unanimous 'No'.

Model Retranslation. एक छोटे-से गुट के पुरुष, जिनमें से कि प्रत्येक ने जीवन में प्रमुख सफलता प्राप्त की थी, हाल ही में लंदन के एक क्लब के धूम्रपान कक्ष में सायंकाल के भोजन के पश्चात् आग के पास बैठे बातें कर रहे थे। उनमें एक प्रख्यात वकील, एक राजनीतिज्ञ जिनके नाम के घर-घर चर्चे हैं, एक प्रसिद्ध पादरी और एक पत्रकार सम्मिलित थे। बहुत विषयों पर से होती हुई बातचीत इस परिचित विषय पर आ पहुंची। यदि आपके वश में हो तो क्या आप यह जीवन फिर जिएंगे ? एक के अतिरिक्त बाकी सबका एकमत से उत्तर था—“नहीं।”

EXERCISE 5

Translate the following passage into Hindi :

The office clerk is a dumb animal. Frown at a workman and he will frown back, swear at a Coolie and he will throw off his load, insult a begger and he will find a way of making you feel small : even a donkey will kick up his hind legs if you torment him too long. But not the office clerk. Frown at him, insult him, hit him, he will bear it all in silence. He has a control over his feelings that even a Yogi cannot acquire after years of penance and self-control. He is a picture of contentment, a personification of loyalty, a model of respectfulness.

Model Retranslation. कार्यालय का बाबू एक मूक पशु है। यदि आप एक कारीगर पर तेवर चढ़ाएं, तो वह भी उत्तर में तेवर चढ़ाएगा। यदि आप एक कुली को बुरा-भला कहेंगे, तो वह अपना उठाया हुआ बोझ पर फेंक देगा। ज़रा भिखारी का अपमान करके देखिए, वह आपको लज्जित करने का ढंग निकाल लेगा। यदि आप गधे को देर तक पीड़ा देंगे, तो वह भी अपनी पिछली टांगों से दौलती दे मारेगा, परन्तु कार्यालय का बाबू ऐसा नहीं करता। चाहे आप त्योरी चढ़ाएं, अपमान करें या पीट दें, वह बेचारा इसे चुपचाप सहन कर लेगा। उसे अपनी भावनाओं पर इतना नियन्त्रण होता है जितना कि एक योगी वर्षों के तपश्चर्या और आत्म-संयम के बाद भी प्राप्त नहीं कर पाता। वह सन्तोष की प्रतिमा, स्वामी भक्ति की साकार मूर्ति और विनम्रता का आदर्श होता है।

EXERCISE 6

Translate the following passage into Hindi :

Tagore, the great writer and poet, loved his mother-tongue. He was very careful to choose right words and use them correctly. Not only did he write so well in Bangala, but his English also was very beautiful. He wrote a great deal about common people who work with their hands. He said that we must never be ashamed of clothes that are torn or hands that are soiled for these are the signs of honest work. He thought that we should be friends with all kinds of people, no matter what they believed or what position they held.

Model Retranslation. महान् लेखक और कवि टैगोर को अपनी मातृभाषा से प्रेम था। वह उचित शब्दों को चुनने और उन्हें ठीक ढंग से प्रयोग करने का बहुत ध्यान रखते थे। वह न केवल बंगाला में ही अच्छा लिखते थे बल्कि उनकी अंग्रेजी भी सुन्दर होती थी। उन्होंने अपने हाथों से काम करने वाले साधारण लोगों के बारे में बहुत

कुछ लिखा। उन्होंने कहा कि हमें उन कपड़ों पर लज्जा नहीं आनी चाहिए जो फटे हुए हों। हमें उन हाथों पर लज्जा नहीं आनी चाहिए जो मैले हों, क्योंकि ये तो ईमानदारी के काम के प्रतीक हैं। उनका विचार था कि हमें हर प्रकार के लोगों से मित्रता करनी चाहिए, चाहे वे कोई भी विश्वास रखते हों अथवा कोई भी पदवी रखते हों।

EXERCISE 7

Translate the following passage into Hindi :

We talk of freedom, but today political freedom does not take us far unless there is economic freedom. Indeed there is no such thing as freedom for a man who is starving or for a country which is poor. The poor, whether they are nations or individuals, have little place in this world. Therefore, we have to produce in order to have sufficient wealth, distributed by proper economic planning so that it may reach the millions, especially the common man. This is the only way to make our country rich, prosperous and strong.

Model Retranslation. हम स्वतन्त्रता की बातें करते हैं, परन्तु आर्थिक स्वतन्त्रता के बिना राजनीतिक स्वतन्त्रता हमारा बहुत दूर तक साथ नहीं दे सकती। निःसन्देह उस व्यक्ति के लिए जो भूखा मर रहा हो या देश के लिए जो निर्धन हो, स्वतन्त्रता नाम की कोई चीज़ नहीं। निर्धनों के लिए, चाहे वे राष्ट्र हों या व्यक्ति, इस संसार में कोई जगह नहीं है। अतः हमें पर्याप्त धन पाने के लिए उत्पादन करना पड़ेगा। इस धन को उचित आर्थिक आयोजन से बांटना पड़ेगा ताकि यह लाखों लोगों, विशेषकर साधारण लोगों तक पहुँच सके। अपने देश का धनी, समृद्ध और शक्तिशाली बनने का केवल यही एकमात्र उपाय है।

EXERCISE 8

Translate the following passage into Hindi :

Smuggling is by far the most organised and vicious industry which continually generates black money. Till 1967 smuggling was confined to gold. But later on synthetic yarn, textiles and luxury goods like foreign liquor, wrist watches, radio sets and transistors were also added to the list. Even capital good and industries raw materials were included in the basket of the smugglers. Thus smugglers are as great a danger to our country as foreign saboteurs during the time of war.

Model Retranslation. तस्करी कहीं अधिक व्यवस्थित और दूषित उद्योग है जिससे निरन्तर काले धन का उत्पादन होता है। 1967 तक तस्करी सोने तक ही सीमित थी, परन्तु बाद में रासायनिक धागा, कपड़ा और विदेशी शराब, कलाई की घड़ियाँ, रेडियो और ट्रांजिस्टर जैसी ऐश्वर्य की वस्तुएँ भी सूची में सम्मिलित कर ली गई। व्यापार का सामान और औद्योगिक कच्चा माल भी तस्करों के भंडार में शामिल कर लिया गया। इस प्रकार तस्कर हमारे देश का उतना ही बड़ा खतरा है जितना कि युद्ध के दौरान विदेशी तोड़फोड़ करने वाले होते हैं।

EXERCISE 9

Translate the following passage into Hindi :

Some of my colleagues in prison were good enough to read the manuscript and make a number of valuable suggestions. On revising the book in prison I took advantage of these suggestions and made some additions. No one, I need hardly add, is responsible for what I have written or necessarily agrees with it. But I must express my deep gratitude to my fellow-prisoners for the innumerable talks and discussions we had. All this helped me greatly to clear my own mind about various aspects of Indian history and culture.

Model Retranslation. कारागार में मेरे कुछ सहवर्गी इतने अच्छे थे कि उन्होंने हस्तलिपि को पढ़ा और मुझे कुछ एक मूल्यवान् सुझाव दिए। कारागार में पुस्तक का पुनरावलोकन (दोहराई) करते समय मैंने इन सुझावों से लाभ उठाया और कुछ समावेश किए। मुझे यह कहने की आवश्यकता नहीं कि जो कुछ मैंने लिखा है उसके लिए कोई उत्तरदायी नहीं और न ही यह आवश्यक है कि वह इससे सहमत हो। परन्तु फिर भी मैं अपने बंदी-साथियों के प्रति, अपने असंख्य संवादों और वाद-विवादों के लिए, गहरा आभार प्रकट करूंगा। इस सबसे मुझे भारतीय इतिहास और संस्कृति के भिन्न-भिन्न पहलुओं के बारे में मेरे मन में स्पष्ट विचार बनाने में बहुत अधिक सहायता मिली।

EXERCISE 10

Translate the following passage into Hindi :

While on the one hand it is beyond dispute that all action binds, on the other hand it is equally true that all living beings have to do some work whether they will or no. Here all activity, whether mental or physical, is to be included in the term action. Then how is one to be free from the bondage of action, even though he may be acting ? The manner in which the Gita has solved the problem is to my knowledge unique. The Gita says : "Do your allotted work but renounce its fruit—be detached and work—have not desire for reward and work."

Model Retranslation. जबकि एक ओर यह बात निर्विवाद है कि समस्त कर्म बन्धनकारी होता है, दूसरी ओर यह बात भी उतनी ही सच्ची है कि सभी भूतप्राणियों को इच्छा अथवा अनिच्छा से कुछ-न-कुछ कर्म तो करना ही पड़ता है। इस प्रसंग में समस्त कार्यों को मानसिक अथवा दैहिक, कर्म की परिधि में लाना होगा। तो कर्म करते हुए भी कोई कर्मबन्धन से मुक्त कैसे हो सकता है। मेरे विचार में जिस ढंग से गीता ने इसका समाधान ढूँढा है, यह अद्वितीय है। गीता ने कहा है : अपने निर्दिष्ट कर्म को करते रहो, परन्तु उसके फल का त्याग कर दो। अनासक्त भाव से कर्म करो। फलाकांक्षा छोड़ कर कर्मरत होओ।

EXERCISE 11

Translate the following passage into Hindi :

But the fundamental thing to achieve happiness with is to be more ready to give than receive. To be unselfish is easy for it. Of course, in going through life we have to pursue self-indulgence but it should be kept separate from our social life. I must say that to try to exploit friendship for advancing one's interest is the worst feature of social life among us, and to see this motive cropping up in every social relationship is distressing to me. What I would do is this : I would let every man know when I am trying to make him serve my interest, and when I am treating him as a friend.

Model Retranslation. खुशी प्राप्त करने के लिए यह मौलिक बात है कि हमें लेने की अपेक्षा देने को अधिक तत्पर रहना चाहिए। स्वार्थहीन होना इसके लिए सुगम साधन होगा। निःसन्देह जीवन-यापन करने के लिए हमें आत्म-भोग के पथ पर आसीन होना पड़ता है, परन्तु इसे सामाजिक जीवन से पृथक् ही रखना चाहिए। मैं यह कहने से नहीं कतराऊंगा कि अपनी स्वार्थ सिद्धि हेतु मैत्री का प्रयोग करना हमारे भीतर सामाजिक जीवन का निकृष्टतम पक्ष है। और जब मैं देखता हूँ कि यह मनोभाव हमारे सभी सामाजिक सम्बन्धों में घेर कर गया है, मुझे बहुत दुःख होता है। इस विषय में मैं तो इस प्रकार आचरण करूंगा जब मैं किसी व्यक्ति से मित्रभाव से आचरण कर रहा हूँ तो मैं सबको बतला दूंगा कि मैं उस मित्र को कब स्वार्थ सिद्धि हेतु प्रयुक्त रहा हूँ।

EXERCISE 12

Translate the following passage into Hindi :

Swami Vivekanand was the first Indian who went abroad to explain that India was a cradle of civilisation and a seat of light and learning. He had two messages to deliver. One to the East and the other to the West. In the United States of America and in England he stressed the need for spiritualism and attacked materialism. In India, on the other hand, he emphasised the ideal of social service. To each he tried to give what was most lacking. It is said that his magnetic personality cast a spell over all who listened to him.

Model Retranslation. स्वामी विवेकानन्द प्रथम भारतीय थे जो यह व्याख्या करने के लिए विदेश गए कि भारत सभ्यता का पलना और ज्ञान एवं प्रकाश का केन्द्र है। उनके पास देने के लिए दो संदेश थे, एक पूर्व के लिए और एक पश्चिम के लिए। संयुक्त राज्य अमेरिका और इंग्लैंड में उन्होंने आध्यात्मिकता की आवश्यकता पर बल दिया और भौतिकवाद का खंडन किया। दूसरी ओर भारत में उन्होंने समाज सेवा के आदर्श पर बल दिया। प्रत्येक को उन्होंने वही देने का प्रयास किया जिसकी सबसे अधिक कमी थी। ऐसा कहा जाता है कि जो कोई भी उन्हें सुनता उनके ऊपर उनके चुम्बकीय व्यक्तित्व का जादू-सा प्रभाव पड़ता था।

EXERCISE 13

Translate the following passage into Hindi :

Life brings not happiness but also much sorrow in its train. At some period or other, misfortunes come and when they do, they come not single but in battalions. But adversity borne with fortitude makes her sufferer a noble person. Not all, however, can exercise self-control when calamities darken their lives, Byron and Scott were both lame. It embittered Byron when anyone laughed at his deformity. Scott, on the other hand, never brooded over his disability. Observing the noble manner in which Scott bore his misfortune, Byron one day wrote to him, "Ah Scott! I would give my fame to have your happiness."

Model Retranslation. जीवन अपने साथ केवल सुख ही नहीं दुःख भी लाता है। किसी-न-किसी समय संकट आते ही हैं और जब वे आते हैं तो अकेले नहीं आते एक साथ अनेक संकटों का पहाड़ टूट पड़ता है, परन्तु विपत्ति को यदि धैर्य के साथ सहें तो वह सहने वाले को एक परिष्कृत व्यक्ति बना देती है। परन्तु जब दुःख जीवन को अन्धकारमय बना देते हैं तो सभी लोग आत्मसंयम से काम नहीं ले पाते। बायरन और स्कॉट दोनों ही लंगड़े थे। जब कोई बायरन की विकलांगता पर हंसता तो उसका मन कटुता से भर उठता था। दूसरी ओर स्कॉट ने कभी अपनी शारीरिक अक्षमता पर चिन्ता नहीं की। जिस श्रेष्ठ ढंग से बायरन ने अपने दुर्भाग्य को सहन किया, उसे देखते हुए बायरन ने एक दिन उसे लिखा, "ओ स्कॉट! मैं तुम्हारी जैसी प्रसन्नता पाने के लिए अपनी सारी प्रसिद्धि छोड़ सकता हूँ।"

EXERCISE 14

Translate the following passage into Hindi :

We are the citizens of no mean country and we are proud of the land of our birth, of our culture and traditions. But we must not forget our failings. It was Indians way back in the past to welcome and absorb other cultures. That is much more necessary today, for we march to the one world of tomorrow where national cultures will be intermingled with the international cultures of the human race. We shall remain true Indians and become at the same time good internationalist world citizens.

Model Retranslation. हम किसी गौरवहीन देश के नागरिक नहीं हैं और हमें अपनी जन्मभूमि पर, अपनी संस्कृति एवं परम्पराओं पर गर्व है। परन्तु हमें अपनी कमजोरियों (त्रुटियों) को भूलना नहीं चाहिए। प्राचीन काल में दूसरी संस्कृतियों का स्वागत करके उन्हें आत्मसात् कर लेना भारत की परम्परा रही है। आज इस बात की और भी अधिक आवश्यकता है, क्योंकि हम भविष्य में आने वाले एक विश्व की ओर अग्रसर हो रहे हैं जहां राष्ट्रीय संस्कृतियां मानव जाति की अन्तर्राष्ट्रीय संस्कृतियों में घुल-मिल जाएंगी। हम सच्चे भारतीय तो रहेंगे ही साथ ही अच्छे अन्तर्राष्ट्रीयतावादी विश्व नागरिक भी बनेंगे।

EXERCISE 15

Translate the following passage into Hindi :

Humour is like an ointment that heals the wounds of life. Alas! life is not at all a bed of roses. We all know the hardships and the ups and downs that crop up in the path of life. Those who do not know how to laugh are worst hit by these obstacles. When the harsh wife of Socrates once abused him and poured water over his head, he humourously said, "After thunder and lightning it actually rains." Laughter is the greatest tonic that could be given by nature to man.

Model Retranslation. हास्य एक मरहम की तरह है जो जीवन के घावों को भरता है। हाय! जीवन फूलों की सुखमय सेज तो है ही नहीं। जीवन के रास्ते में जो उतार-चढ़ाव और कठिनाइयां आ खड़ी होती हैं, उन्हें हम सब जानते हैं। जो हंसना नहीं जानते उन पर जीवन की मुसीबतें सबसे कठिन प्रहार करती हैं। जब सुकरात की कर्कश पत्नी ने उन्हें बुरा-भला कह कर उनके सिर पानी फेंक दिया तो सुकरात ने परिहास करते हुए कहा, "गरज और बिजली के बाद वर्षा का होना स्वाभाविक ही है।" हास्य वह सबसे अच्छी शक्तिदायिनी औषधि है जो प्रकृति मनुष्य को दे सकती थी।

UNSOLVED EXERCISES

EXERCISE 1

Translate the following passage into Hindi :

My desire to have my ashes thrown into the Ganga at Allahabad has no religious significance. I have been attached to the Ganga and the Jamuna river in Allahabad ever since my childhood. And as I have grown older, this attachment has also grown. The Ganga has been a symbol of India's age—long culture and civilization. Though I have discarded much of past traditions and customs, yet I do not wish to cut myself off the past completely.

EXERCISE 2

Translate the following passage into Hindi :

The other day I went to a dinner party and complimented the hostess on her excellent cooking. She said that she had not cooked anything and that everything was prepared by the servant. So I appreciated the training which made her servant such a wonderful cook. To that she replied how could she train the servant as she herself did not know the ABC of cooking.

Now what do you think would be her plight if the servant fell ill for a few days or did not

turn up at all? Either she would be spending the major part of the day's salary in restaurants or frantically looking for another cook in this servant-scarce country.

EXERCISE 3

Translate the following passage into Hindi :

No government can bear with corruption. India which values high ideals must not allow corrupt people to prosper. It is said, that to some extent, corruption in our country is the result of our having been under foreign rule for centuries. But we cannot accept this explanation as an excuse to sleep over this evil. Unless we make a firm resolve to root out corruption, we shall not succeed in building a nation which Bapu dreamt and laboured hard to build.

EXERCISE 4

Translate the following passage into Hindi :

It is our attitude towards our neighbours which will govern the attitude of our children. A child is born full of friendship towards all. Once somebody came and complained to an American mother. "Do you know that your child plays with a little Negro boy, and this is not right !" So when the boy came home from school the mother said, "John, is your friend Jack a coloured boy?" He said, "Mother, what is coloured?" Mother said, "Well, is he dark to look at?" He said, "I did not notice. I will look tomorrow and tell you." This story is typical of the child's attitude. He was not bothered with the superficial look of things. But it is the parents' attitude which gives him all the prejudices.

EXERCISE 5

Translate the following passage into Hindi :

Life will always be, to a great extent, what we ourselves make it. The cheerful man makes a cheerful world, the gloomy man a gloomy one. We usually find but our own temperament reflected in the disposition of those about us. If we are ourselves querulous we will find them so ; if we are unforgiving and uncharitable to them, they will do the same to us. A person returning from an evening party not long ago, complained to a police-man on his beat that an ill-looking fellow was following him : it turned out to be only his own shadow ! And such usually is human life to each one of us; it is, for the most part, but the reflection of ourselves.

EXERCISE 6

Translate the following passage into Hindi :

"Look before you leap" is only half true. It is good, certainly, to weigh the pros and cons before we act. It is always wise for man never to take a plunge into the deep without thinking of the sharks which may swallow him. But there are occasions when instant action is necessary, when a moment's delay will be ruinous. If at such critical moments we indulge in thinking of consequences we will be acting foolishly. The swimmer who wants to save a drowning man must at once take a leap into the river, the warrior who is overwhelmed by the enemy must at once begin to strike right and left.

EXERCISE 7

Translate the following passage into Hindi :

The captain waited till sunset but no ship approached. His own ship was wrecked. He was wondering how to cross the mighty ocean. As the shades of evening were stealing across the sky, he once more gazed towards the horizon, but no sail was visible. In the meantime, the ship was sinking fast as the leak was making water rapidly. In despair, he addressed a mute prayer to the skies and prepared himself for death. He thought of his distant wife and infant boy with infinite longing in his eyes. Just at this moment, as if God has been trying the faith of the crew to the utmost a distant sail was sighted near the horizon. In an instant despair and inactivity vanished, and there was joy all over.

EXERCISE 8

Translate the following passage into Hindi :

Flecknoe had been ruling over the kingdom of dullness for a very long time. He had grown old and felt weary of his task and duties. He thought of finding a successor to the throne. The question of succession was not an easy one. But finally after a long debate in his mind, he came to the conclusion that the son who most resembled him in stupidity would occupy the throne after his death. Shadwell alone in his view possessed the required qualities of dullness and ignorance. He could be depended upon to fight a constant battle against intelligence and wisdom. From his very childhood he had been giving evidence of his well-developed dullness.

EXERCISE 9

Translate the following passage into Hindi :

The art of flattery is like hypnosis. It exercise a spell on you and you forget that you are a man of flesh and blood and have the weaknesses of such a man. The flatterer presents before you an image of yourself which is perfect and flawless and you believe that you are indeed a god-like being. The flatterer practises a deception on you which makes you blind to your faults. His tongue is more harmful than the poisonous sting of a wasp or the dangerous shaft of an enemy.

EXERCISE 10

Translate the following passage into Hindi :

Human life is unbroken chain of sorrows and pain. From one sorrow to another, from one misfortune to the other—such is the tale of human existence on this earth. We have become so much accustomed to the life of continued sorrow and pain that even in our happiest moments of life we feel a sense of pathos. That is due to the fact that man is never satisfied with his lot. He always thinks of his past and future and pines for what he has not achieved. Even when he gets his heart's desire, he craves for more and still more. Many of his desires thus remain unfulfilled. These unsatiated longings make him suffer more and more.

EXERCISE 11

Translate the following passage into Hindi :

The title of the play is ironical. The playwright means to bring home to us that real progress does not lie in devising the swiftest and the deadliest means of destruction but in relieving the

sufferings of mankind and in making the world a better and a happier place to live in. He condemns those scientists who for the sake of wealth and name become the agents of Devil and endanger the existence of the human race. He also indicts these politicians who, ensconced in safety, inspire common people with dreams of false glory and send them to the war to be blown up by bombs.

EXERCISE 12

Translate the following passage into Hindi :

It is very easy to sit there laughing at us, and writing in a silly book, and sending lunatics to talk to us, but we are fresh from a world whose grey realities make this show of your disgusting. What do you know of misery of most of the people who come up here. How you can realise the hopeless problems they have left behind. God ! I wish you could see the slum I died in. God ! I wish you could smell it.

EXERCISE 13

Translate the following passage into Hindi :

Poverty is a curse for a nation. Millions of people in India live below the poverty line and lead a miserable life. Countless people in India do not get two square meals a day and spend their nights in the open. Children of poor families wander about bare-bodied. Their starved looks are a slur on the name of our country. No doubt, the government has taken a number of steps to alleviate poverty in India but much more needs to be done. In fact, population explosion and illiteracy are the main cause of poverty in India. We should, therefore, help the country control the rising population. Literacy should be spread in every nook and corner of our country.

EXERCISE 14

Translate the following passage into Hindi :

The Rashtrapati Bhawan is situated in Delhi, the capital of India. Our president is the first citizen of India and he lives in the Rashtrapati Bhawan. He has also his office in this building. It is a palatial building right in front of India Gate. It has its own splendour and magnificence. Mughal gardens adjacent to Rashtrapati Bhawan are really worth seeing. People from all over the world come to enjoy the beauty of this garden. Dignitaries from home and abroad call on the President at the Rashtrapati Bhawan. The oath-taking ceremony of the Prime Minister of India and his council of ministers takes place here. It is very beautifully decorated on all important days in the history of our country. It is really a very dignified and impressive building.

EXERCISE 15

Translate the following passage into Hindi :

A musical concert was organized in our town yesterday. Renowned artists from all over the country took part in this function and regaled the audience with their choicest numbers. This concert was organized to help the orphans. The governor was the chief guest. The elite of the town graced the occasion with their presence and they donated liberally for the noble cause. The artists were loudly cheered and zealously applauded. The function lasted for six hours and people listened to the artists in pin-drop silence with rapt attention.

EXERCISE 16

Translate the following passage into Hindi :

Man is a curious paradox of good and bad qualities. He is a mixture of godly and satanic natures. He can rise to the greatest heights and also fall to the lowest depths. He has mastered space and time but still he is not free. Even when he has overpowered everything, he is a slave to his own passions. He is both kind and cruel. He has vast knowledge but makes many mistakes. He perceives and surveys everything around him but does not look within himself. He gets appreciation as well as ridicule for his deeds. Moreover, he is not immortal. He is born to die. Man, in fact, is so complex that he cannot be defined in a few words.

EXERCISE 17

Translate the following passage into Hindi :

Conversation is an art which can be learnt by avoiding some of the most common faults. Talking too much is one of them. Some people monopolise conversation and do not give opportunity to others to say something. Some people always talk about themselves. They are ever ready to talk about their achievements, misfortunes and illnesses. Nobody is interested in their failures and successes. We should try to make conversation lively and interesting and encourage others to take an active part in what we are talking about. In our conversation, we should not try to run others down, nor should we make fun of others. The best humour can be created at our own expense. It does not hurt others' sentiments.

EXERCISE 18

Translate the following passage into Hindi :

The quarrel between daughter-in-law and mother-in-law in our country has become proverbial. Almost every home in India has to face this ticklish problem. Lucky is the family where no such strife takes place. Generally the daughter-in-law and the mother-in-law are at loggerheads for nothing. They always quarrel over trifles and try to run each other down before the other members of the family. Their constant bickering spoils the peace of the house. This is mainly the result of illiteracy and misunderstanding. The old ladies cannot adapt themselves to the changed circumstances with the arrival of the daughter-in-law in their family.

EXERCISE 19

Translate the following passage into Hindi :

Corruption in our country is rampant in all walks of life. Nobody is concerned about the welfare of the nation. Everybody seems to be in a tearing hurry to grind his own axe and to make as much money as possible by fair means or foul. It is very strange that the corrupt are having a very good time and leading a luxurious life these days. They are mammon-worshippers and want to get rich quick. They are immoral and unprincipled and have no qualms of conscience. They are prepared to harm the interests of their country for petty gains. Such people are a blot on the fair name of our country and should be condemned. They should be shunned like plague and should be completely ostracized.

EXERCISE 20

Translate the following passage into Hindi :

The soldiers and the peasants of a country make that country really great. They are the backbone of a country. The soldiers defend the frontiers of a country and keep the enemy away. They keep a strict vigil on the intruders and drive them away if they ever dare to cross the line of control. They never bother about their personal safety and are always prepared to do and die. They are bold, courageous, honest, upright, and patriotic. The peasants serve their country with their hard labour in the fields. Caring little for the inclement weather, they toil in the fields from dawn to dusk to produce maximum quantity of food grains. We must be grateful to the soldiers and the peasants for all they are doing for us.

EXERCISE 21

Translate the following passage into Hindi :

Manmohan is my close friend right from childhood. We have been classmates all these years. There has been a healthy competition between us ever since we joined college. We help each other in times of need and distress. Our families are on very good terms with each other. We are both interested in computer education and have planned to become engineers. Luckily, we both have cleared the entrance test for admission to the National Institute of Technology. Now we shall have to put in our very best efforts to achieve our goal. There is a keen competition in every field these days and one has to be the best if something really great is to be achieved. Hard work is the only key to success in life.

EXERCISE 22

Translate the following passage into Hindi :

Himachal Pradesh is a land of gods and goddesses. It is a peaceful state known for its scenic beauty. Tourists from all over the world come to Himachal Pradesh to enjoy the natural beauty of its lush green forests. Rivulets and waterfalls add to the beauty of this state and enchant everybody's heart. There are many places of historical importance here. The entire state is dotted with temples and places of worship. Tourists, particularly from the neighbouring states, visit this state quite often to refresh themselves and to get away from the madding crowds.

EXERCISE 23

Translate the following passage into Hindi :

The turning of literacy works from one language into another has been of immense importance to writers and their readers, to language and to literature. Translation has been recognized for centuries as a useful exercise for developing students' powers of writing and for enriching their language.

The Bible has been translated more than any book in the world. While translating from one language to another, several problems crop up. Every language is tied to its culture and society. There are occasions when the translator does not find the exact equivalent especially of idioms and proverbs. To translate poetry from one language into another language is the most difficult task.

UNIT II**READING AND WRITING SKILLS****A****1. PRECIS WRITING**

1. **What is a Precis ?** 'Precis' is a French word which means 'Precise'. It is the gist or the substance of a given passage in an exact manner and arranged logically. Thus a precis lays before the readers the essential points of a given passage. According to Beak 'A precis is usually defined as the generalisation in narrative form giving in conciseness the salient features only of a series of events which have already taken place'. Infact, a precis is a straight forward statement of the true facts without any unnecessary trimmings.
2. **Difference between Precis and Substance or Summary.** A precis is the logical development of the central idea of a passage. It is written according to the prescribed rules and avoids all the details and irrelevant matter. On the other hand a summary is simply reducing a passage without any limit and can contain all the details of the original. A substance is merely the gist of a passage but it has no definite length like the precis.
3. **Utility of a Precis.** Precis writing is very useful. Modern man is too busy to pursue the things in their original form. Therefore, precis writing is very purposeful and meaningful.
4. **Essentials of Precis Writing :**
 1. It should be written in simple words avoiding all kinds of vague expressions.
 2. It should be written in one's own words. The language should be simple, idiomatic and effecting.
 3. It must have correct and exact expression avoiding all unnecessary detail.
 4. The main points should be presented in a coherent manner.
5. **How to write a Precis ?**
 1. Read the passage again and again in order to understand it properly.
 2. Take down all the important points.
 3. Give it a suitable heading in the light of the central idea.
 4. Reduce the original passage to one-third by leaving the unnecessary details.
 5. It should be the true representation of the main facts contained in the original passage.
 6. All unimportant details should be omitted.
 7. Make use of third person and indirect speech.
 8. There should be no irrelevant addition or personal comments.
 9. Decorative adjectives and figure of speech must be avoided.
 10. The precis should be concise, complete and a perfect whole.

SOME SOLVED EXERCISES

Q. Write the precis of the following passages and give suitable title :

EXERCISE 1

Religions have helped greatly in the development of humanity. They have laid down values and standards and have pointed out principles for the guidance of human life. But with all the good they have done, they have also tried to imprison truth in set forms and dogmas and encouraged ceremonials and practices which soon lose all their original meaning and become mere routine. While impressing upon man the awe and mystery of the unknown that surrounds him on all sides, they have discouraged him from trying to understand not only the unknown but what might come in the way of social effort. Instead of encouraging curiosity and thought, they have preached a philosophy of submission to nature, to established churches, to the prevailing social order and to everything that is. Religion, though it has undoubtedly brought comfort to innumerable human beings and stabilized society by its values, has checked the tendency to change and progress inherent in human society.

Word -Meanings. Development— growth, progress ; विकास। **Imprison**— shut in prison. **Dogmas**— rigid and blind beliefs. **Awe**— fear. **Curiosity**— desire to know ; जिज्ञासा। **Submission**— bowing the head, yielding. **Order**— system. **Innumerable**— countless, numberless. **Stabilized**— made stable; स्थिरता प्रदान करना। **Inherent**— existing as a natural and permanent part.

Main Points :

1. Religion has done a great service to humanity.
2. It has guided man in time of crisis.
3. But it has also done a great harm.
4. It has encouraged blind beliefs.
5. It has created fear of the unknown.
6. On the whole, it has made society stable, but checked its progress.

Title : Merits and Demerits of Religion

Precis : Religion has done great service to mankind. It has helped and guided man with noble ideals. But it has also done a lot of harm. It has encouraged blind beliefs and ceremonies. It has created fear of the unknown and prevented man from understanding it. It has checked curiosity and made man tame and servile to old values. It has made society stable, but checked its progress.

EXERCISE 2

History is not a mere series of intrigues and aggressions, furies and devastations, pillages and conquests organised by kings and rulers, despots and dictators. This is not the whole story. We should not be satisfied with the deeds and misdeeds of our emperors and state-men, the dates of

their births and deaths, their triumphs and defeats. There is the cultural history, the social history and the history of the sciences. In a true sense history is a struggle of man to reach beyond himself, to approximate to the ideal of freedom and of human concord. Rightly studied it should not breed hatred among nations. It must look upon nations, great and small, as participants in a common enterprise, some fortunate in their undertakings, other restricted in their efforts, unequal in their contribution but equal in their desire and will for peace and progress. History should teach us how nations gave to each other and took from each other. In that way it must prepare us for the future order.

Word Meanings : Series—chain; शृंखला। **Intrigues**—secret plots, plans and conspiracies. **Aggressions**—attacks. **Furies**—anger and revenge. **Devastations**—ruin and destruction. **Pillage**—plunder in war, लूटमार। **Despots**—cruel rulers, tyrants. **Dictators**—तानाशाह। **Misdeeds**—evil actions. **Emperors**—kings. **Statesmen**—politicians. **Triumphs**—victories. **Approximate**—to come near to. **Concord**—harmony. **Breed**—produce. **Enterprise**—a great undertaking, adventure. **Restricted**—limited. **Contribution**—help, देन।

Main Points :

1. History does not relate the story of kings and their achievements.
2. It has many other aspects.
3. True history is the story of man's struggle towards perfection.
4. It gives a just account of the efforts to achieve a common goal.
5. It is a record of progress and co-operation from time to time.

Title : The Meaning of History

Precis : History is not the story of kings and their destructive activities. It is not a record of their life and actions. History has many other important aspects. True history is the story of man's struggle towards perfection. It gives equal importance to all nations in their efforts to achieve a common goal. It tells the story of man's struggle for peace, progress and co-operation.

EXERCISE 3

But, first, what is civilization? All men have certain physical needs, needs for warmth, food, sex and shelter; these needs man shares with the animals. Savages spend most, if not all, of their time in the endeavour to satisfy them. A civilization, then cannot be a condition of affairs in which human beings merely satisfy even more easily and elaborately their fundamental physical needs and do nothing else. It must be a condition in which they satisfy their needs so easily and feel themselves so secure from danger that they have the time and energy to attend to other things and, in particular, to the development and demands of the mind and the spirit. Those who seek to live the life of the mind and the spirit do something not because the doing of them will be to their advantage in a biological sense, not, that is to say, because it will help them to survive, or because it will advance them in a material or social sense, by making them richer or more powerful or more famous, but simply for the pleasure and interest that they take in doing them or because they think it is right to them.

Word Meanings : **Civilization**— सभ्यता। **Savages**— wild, uncivilised men असभ्य। **Endeavour**— effort, attempt. **Elaborately**— in great detail. **Fundamental**— basic मौलिक। **The spirit**— the soul. **Biological**— concerning the functions of the body of men and animals and even plants, physical. **Survive**—live. **Advance**— take forward.

Main Points :

1. Definition of civilization.
2. The difference between civilized and uncivilized people.
3. The satisfaction of physical needs is not everything.
4. It also includes security and leisure to satisfy spiritual needs.
5. But people run after pleasure and material gain.

Title : What is Civilization ?

Precis : Civilization is not limited to the satisfaction of the physical needs of man. Even animals have the same physical needs. Uncivilized people try to satisfy only their physical needs. Undoubtedly, satisfaction of physical needs is a part of civilization. But it also includes security and leisure to satisfy mental and spiritual needs. The satisfaction of higher needs does not bring any material gain. People work to satisfy them only for pleasure.

EXERCISE 4

Men of business are accustomed to quote the maxim that time is money, but it is much more the proper improvement of it is self-culture, self-improvement and growth of character. An hour wasted daily on trifles or in indolence would, if devoted to self-improvement make an ignorant man wise in a few years, and employed in a good work would make his life fruitful and death a harvest of worthy deeds. Fifteen minutes a day devoted to self-improvement will be felt at the end of the year. Good thoughts and carefully gathered experience take up no room and are carried about as our companion everywhere, without cost or encumbrance. An economic use of time is the true mode of securing leisure ; it enables us to get through business and carry forward, instead of being driven by it. On the other hand, the miscalculation of time involves us in perpetual hurry, confusion and difficulties, and the life becomes mere shuffle of expedients usually followed by disaster. Nelson once said, "I owe all my success in life to having been always a quarter of an hour before time."

Word Meanings : **Accustomed to**— in the habit of. **Maxim**—saying कहावत। **Trifles**—petty things. **Indolence**— laziness. **Ignorant**— lacking in knowledge. **Harvest**—result, achievement. **Worthy deeds**— noble actions. **Devoted**—given. **Encumbrance**—burden. **Economic**—careful, frugal. **Mode**—method. **Securing**— getting. **Leisure**— free time. **Miscalculation**— wrong system. **Perpetual**— constant. **Shuffle**—quick movement; rushing. **Expedients**— plans of action. **Disaster**— ruin विनाश। **Owe**— to be indebted.

Main Points :

1. There should be proper use of time. It helps in building character.
2. It adds to one's knowledge and makes life honourable.
3. A little time spent wisely can bring wonderful results.

4. Those who do not realise the value of time, repent later on.

5. Men who value time, succeed in life.

Title : Value of Time

Precis : Proper use of time can build character, add to one's knowledge and make life honourable. A little time devoted daily to good things can raise man to moral heights. A careful use of time leads to success and progress. Those who do not realise the value of time have to suffer. Nelson was always early by fifteen minutes. That was the secret of his success.

EXERCISE 5

True patriotism does not limit itself to selfish attachment to one country or a nation. A real patriot is international in his sympathies. He maintains that others have as much claim to like their own countries as he has to love his own. It never occurs to him to suppress the freedom of other nations in order to enjoy his own. A nation in which he is accidentally born is not to him necessarily his fatherland. On the contrary, no spot on earth is dearer to him than that where he can minister to the needs of others and give a helping hand to the sufferers. A prosperous and happy nation is not necessarily to him his dear home, but that is the country after his own heart where noble ambition reigns and where people are struggling after a higher life. In brief, a true patriot is not a blind worshipper of one country alone. His fatherland is as the blue heaven wide and free, embracing the entire length and breadth of the universe.

Word Meanings : **International**— loving all nations. **Maintains**— believes. **Occurs to him**— comes to his mind. **Suppress**— crush. **Accidentally**— by chance. **Fatherland**— native country, mother land. **Minister**— serve. **Reigns**— rules. **Embracing**— including.

Main Points :

1. A true patriot loves not only his own country, but also other nations.
2. He is a lover of mankind. He shares the sorrows of other people.
3. His love for people is not confined to his own country.
4. He loves the whole world.
5. Such a man is a patriot in the real sense.

Title : True Patriotism

Precis : A true patriot loves not only his own country but also other nations. He never thinks of ruling over other countries. He loves all corners of the earth where suffering people are helped. His love is not confined to the land of his birth. He loves all those countries which aspire for high ideals. Blind worship of one's country is not true patriotism. A true patriot loves the whole world.

EXERCISE 6

Socialism does not mean equalization of the abilities of all individuals. It is impossible. All men are not equal. Socialism means only the provision of equal opportunities for all. We do not say that all men are equal but we do say that all men must be given equal opportunities for expressing whatever possibilities they have. When we say that it is necessary for us to feed, clothe and shelter all human beings, we are emphasizing what may be called the economic aspect of the democratic

ideal. We wish to diminish the distances between wealth and poverty and to raise the living standard of the ordinary man. So long as there are people in our country who do not get a square meal a day, who sometimes do not have a roof over their heads, who sleep on the pavements of our cities, it is a challenge to us. No man who feels for his country can feel happy or complacent when he looks at this appalling misery and poverty. These are a challenge to us all. We should combat them, abolish them, if our country is to be called democratic.

Word Meanings : **Equalization**— the act of making equal. **Emphasising**— stressing. **Diminish**— reduce. **Pavements**— foot paths. **Complacent**— satisfied. **Appalling**— horrible. **Combat**— fight. **Abolish**— remove.

Main Points :

1. Socialism does not mean that all men are equal.
2. It means only the provision of opportunities for all.
3. In a democratic set up, economic needs of men must be satisfied.
4. Socialism tries to bridge the gap between the rich and the poor.
5. To achieve this goal, we must remove poverty.

Title : The Need of Socialism

Precis : Socialism does not mean that all men are equal. It aims at giving equal opportunities of development to all. In democracy, economic needs of men must be satisfied. Socialism tries to bridge the gulf between the rich and the poor. It aims at providing food, clothing and shelter to all. We must remove poverty for the sake of democracy and socialism.

EXERCISE 7

The earnestness with which he spoke brought the tears to Raju's eyes. He remembered that not long ago he had spoken to them of such a penance its value and technique. He had described it partly out of his head and partly out of the traditional accounts he had heard his mother narrate. It had filled an evening programme and helped him divert his audience's mind from the drought. He had told them, 'When the time comes, everything will be all right. Even the man who would bring you the rain will appear all of a sudden. They interpreted his words and applied them now to the present situation. He felt that he had worked himself into a position from which he could not get out. He could not betray his surprise. He felt that after all the time had come for him to be serious to attach value to his own words. He needed time and solitude to think over the whole matter. He got down from his pedestal, that was the first step to take. That seat had acquired a glamour, and as long as he occupied it people would not listen to him as to an ordinary mortal. He now saw the enormity of his own creation. He had created a giant with his puny self, a throne of authority with that slab of stone. He left his seat abruptly as if he had been stung by a wasp, and approached Velan. His tone hushed with real humility and fear; his manner was earnest. Velan sat still as if he were a petrified sentry.

Word-Meanings : **Earnestness**— seriousness. **Penance**— repentance. **Draught**— famine. **Glamour**— shine. **Giant**— very big. **Abruptly**— suddenly. **Petrified**— become motionless with fear.

Main Points :

1. Raju had spoken to his disciples about the value of penance.
2. He had done it to divert their minds from the drought.
3. Now they wanted him to make penance to bring rain.
4. Their seriousness touched him and there seemed no escape for him.
5. He had to think and act seriously.
6. He knew that he was not so great as he seemed.
7. He came down from his high seat and went to Velan.
8. For the first time he was humble and serious.

Title : Raju's Hour of Trial

Precis : Raju had lectured to his disciples about the value of penance by some great man. He had done it only to divert their minds from the drought. Now they wanted him to make penance to bring rain. Their seriousness touched him. There seemed to be no escape for him. He had to think and act seriously. He posed to be great while he was really small. He came down from his high seat. He went to Velan. For the first time he was humble and serious.

EXERCISE 8

Raju did not have to ask further questions. He had gradually come to view himself as a master of these occasions. He had already begun to feel that the adulation directed to him was inevitable. He sat in silence eyeing the gift for a while. Suddenly he picked up the basket and went into an inner sanctum. The others followed. Raju stopped before a stone image in the dark recess. It was a tall God with four hands, bearing a mace and wheel, with a beautifully chiselled head, but abandoned a century ago. Raju ceremoniously placed the basket of edibles at the feet of the image and said, 'It is His first. Let the offering go to him, first; and we will eat the remnant. By giving to God, do you know how it multiplies rather than divides ? Do you know the story ?' He began narrating the story of Devaka a man of ancient times who begged for alms at the temple gate every day and would not use any of his collections without first putting them at the feet of the god. Half way through the story he realised that he could not remember either its course or its purport. He lapsed into silence. Velan patiently waited for the continuation. He was of the stuff disciples are made of ; an unfinished story or an incomplete moral never bothered him; it was all in the scheme of life. When Raju turned and strode majestically back to the river step, Velan and his sister followed mutely.

Word Meanings : **Gradually**—Slowly. **View**— look at. **Adulation**— the giving of too much praise or respect. **Directed**— given. **Inevitable**— unavoidable. **Sanctum**— holy place. **Recess**— corner. **Mace**— large heavy club with a metal head, गुर्ज. **Chiselled**— made with a hammer and chisel. छेनी से तराशना। **Abandoned**— deserted. **Ceremoniously**— with due ceremonies. **Edibles**— items of food. **Remnant**— what is left behind, बचाखुचा। **Multiplies**— increases. **Divides**— decreases. **Alms**— भिक्षा। **Purport**— meaning. **Lapsed**— went back. **Stuff**— material. **Unfinished**— incomplete. **Bothered**— worried. **Strode**— walked. **Majestically**— in a grand fashion, like a king. **Mutely**— silently.

Main Points :

1. Raju was the master of the situation.
2. He had got used to praise and respect by his disciples.
3. He placed the basket of food items at the feet of the idol of God.
4. He gave a lecture and told a story which he could not complete.
5. Even then the disciples were contented.
6. Raju played the Swami's role very impressively.

Title : Raju in the Swami's Role

Precis : Raju played the Swami's role in a masterly manner. He had begun to like praise and respect by his disciples. He took the basket of food items and placed it at the feet of the idol of God. In his lecture he told a story which he could not complete. Even then the disciples felt happy and contented. Thus Raju played the Swami's role very successfully.

EXERCISE 9

One day we were all given a holiday. 'The train comes to our town today,' people said excitedly. The station was decorated with festoons and bunting. A piper was playing, bands were banging away. Coconuts were broken on the railway track, and an engine steamed in pulling a couple of cars. Many of the important folk of the town were there. The Collector and the Police Superintendent and the Municipal Chairman, and many of the local tradesmen, who flourished green invitation cards in their hands, were assembled at the station. The police guarded the platform and did not allow the crowds in. I felt cheated by this. I felt indignant that anyone should prohibit my entry to the platform. I squeezed myself through the railings at the farthest end, and by the time the engine arrived I was there to receive it. I was probably so small that no one noticed my presence.

Tables were laid and official gentlemen sat around refreshing themselves, and then several men got up and lectured. I was aware only of the word 'Malgudi' recurring in their speeches. There was a clapping of hands. The band struck up, the engine whistled, the bell rang, the guard blew his whistle, and the men who had been consuming refreshments climbed into the train. I was half inclined to follow their example, but there were many policemen to stop me. The train moved and was soon out of sight. A big crowd was now allowed to come on to the platform. My father's shop had record sales that day.

Word Meanings : **Festoons**— chains of flowers, leaves, ribbons, etc. hanging in a curve between two points, as a decoration. **Bunting**— flags made of bright-coloured cloth for decoration. **Cars**— carriages, coaches. **Folk**— people. **Tradesmen**— businessmen. **Flourished**— waved and showed. **Assembled**— gathered. **Indignant**— angry. **Prohibit**— forbid, prevent रोकना। **Squeezed**— pressed. **Railings**— iron fence लोहे का जंगला। **Receive**— welcome. **Probably**— perhaps. **Refreshing**— eating and drinking. **Recurring**— occurring again and again. **Clapping**— तालियां। **Struck up**— played. **Consuming**— eating. **Refreshments**— items of food. **Inclined**— desirous इच्छुक। **Record**— highest.

Main Points :

1. Great preparations and decorations were made for the opening ceremony of the Malgudi Railway Station.

2. Important people were invited to the function.
3. Common people were not allowed, but Raju managed to get in.
4. Refreshments were served and speeches were made.
5. Only important people got into the train.
6. Raju's father had the highest sale at his shop that day.

Title : The Opening Ceremony

Precis : Great preparations and decorations were made for the opening ceremony of the Malgudi Railway Station. Only important people were invited to the function. Though common people were not allowed, yet Raju managed to get in. Refreshments were served and speeches were made. Only important people got into the train. Raju's father had the highest sale at his shop that day.

EXERCISE 10

He left me in charge of his hut shop. His old customers came down to gossip and shop, as had been their habit. But they found me unequal to it. I found it tedious to listen to their talk of litigation and irrigation. I was not old enough to appreciate all their problems and the subtleties of their transactions. I listened to them without response, and soon they discovered that I was no good companion for them. They left me in peace and wandered off to the other shop, seeking my father's company. But they found it untenable. They felt strange there. It was too sophisticated a surrounding for them.

Very soon, unobtrusively, my father was back in his seat at the hut shop, leaving me to handle the business in the new shop. As soon as a certain bridge near Malgudi was ready, regular services began, on our rails; it was thrilling to watch the activities of the station master and the blue-shirted porters as they 'received' and 'line-cleared' two whole trains each day, the noon train from Madras and the evening one from Trichy. I became very active indeed in the shop. As you might have guessed, all this business expansion in our family helped me achieve a very desirable end—the dropping off of my school unobtrusively.

Word Meanings : To gossip—to talk. Shop—to buy things. Unequal—unsuitable. Tedious—dull. Litigation—fighting cases in law courts ; मुकद्दमेबाजी। Irrigation—watering the fields. Appreciate—understand. Subtleties—delicate points, बारीकियां। Transactions—business deals, लेन-देन। Response—reply. Untenable—not possible in practice. Sophisticated—not simple, highly civilized. Unobtrusively—without pushing himself forward ; quietly. Thrilling—exciting. Expansion—spreading out; विस्तार। Dropping off—leaving.

Main Points :

1. Raju took charge of the hut shop and his father sat at the new shop at the railway station.
2. The father's old customers could not sit and gossip in Raju's company.
3. He could not understand their problems. The station shop was too good for farmers.
4. Soon the father went back to the hut shop and Raju shifted to the station shop.
5. Raju liked to see the railway-men at work.

6. He took great interest in his work.

7. He was happy to leave school.

Title : Raju at the Station Shop

Precis : Raju's father moved to the new shop at the railway station and Raju took charge of the old hut shop. The father's old customers could not sit and gossip in Raju's company. He could not understand their problems. The new shop at the station was too good for them. Soon the father went back to the hut shop and Raju shifted to the station shop. Raju liked to see the railway men at work. He took great interest in his shop. Leaving the school was great joy to him.

EXERCISE 11

A large crowd always stood around and watched the saint with profound awe. They touched the water at his feet and sprinted it over their heads. They stood indefinitely around, until the master of the ceremonies. Velan begged them to move. 'Please go away. The swami must have fresh air. If you have had your darshan, move on and let others have theirs. Don't be selfish'. And then the people moved on, and enjoyed themselves in various ways. Then the swami went in to lie on his mat in the hall, they came in again to look at him and stood about until Velan once again told them to keep moving. A few were specially privileged to sit on the edge of the mat very close to the great man. One of them was the school master, who took charge of all the telegrams and letters that were pouring in from all over the country winning the swami success. The post office at Mangala normally had a visiting postman coming once a week and when a telegram came it was received at Aruna, a slightly bigger village seven miles down the river course, and was kept there until someone could be found going to Mangala. But now the little telegraph office had no rest— day and night messages poured in just addressed, "Swamiji— that was all. They were piling up every hour and had to be sent down by special messengers. In addition to the arriving telegrams, there were many going out. The place was swarming with Press reporters, who were rushing their hour to hour stories to their papers all over the world.

Word-Meanings : Profound— deep. Piling up— collecting. Swarming— crowding.

Main Points :

1. Crowds of people came to see the Swami.
2. Velan was the master of the ceremony.
3. The Swami's fame spread far and wide.
4. Piles of letters and telegrams came wishing him success.
5. The small telegraph office near Mangala village was awfully busy.
6. Press reporters rushed the spot.

Title : The Swami's Fast and Penance

Precis : The news of Swami's fast and penance to bring rain spread far and wide. Crowds of people came to see the Swami. Velan was the master of the ceremony. He controlled and regulated the crowds. Piles of letters and telegrams came from all corners wishing the Swami success. The small telegraph office near Mangala village became awfully busy. Press reporters rushed stories to their papers all over the world.

EXERCISE 12

Aside from the pleasures of reading, of entering into a new world and having our imagination quickened, the study of literature has one definite aim and that is to know men. Now man is ever a dual creature, he has an outward and an inner nature : he is not only a doer of deeds, but a dreamer of dreams ; and to know him, the man of any age, we must search deeper than his history. History records his deeds, his outward act largely ; but every great act springs from an ideal, and to understand this we must read his literature, we find his ideals recorded. When we read a history of Anglo-Saxons, for instance, we learn that they were sea rovers, pirates, explorers, great eaters and drinkers. All that is interesting, but it does not tell us what most we want to know about these old ancestors, —not only what they did, but what they thought and felt ; how they looked on life and death ; what they loved, what they feared, and what they revered in God and man. Then we turn from history to the literature which they themselves produced, and instantly we become acquainted. These hardy people were not simply fighters and tree booters : they were men like ourselves ; their emotions awaken instant response in the souls of their descendants. At the words of their gleemen we thrill again to their wild love of freedom, and the open sea ; we grow tender at their love of home, and patriotic at their deathless loyalty to their chief. All these and many more intensely real emotions pass through our souls as we read the few shining fragments of verses that the jealous ages have left us.

Word Meanings : **Quickened**— becoming sharp and quick. **Dual**— two-sided. **Sea rovers**— wanderers on the sea. **Pirates**— sea robbers. **Explorers**— persons who travel in search of knowledge. **Ancestors**— forefathers. **Reverenced**— held in respect. **Instantly**— at once. **Acquainted**— familiar. **Hardy**— strong. **Descendants**— children and grandchildren who come down from the ancestors. **Gleemen**— happy people. **Deathless**— immortal. **Loyalty**— faithfulness. **Fragments**— pieces. **Verses**— poems.

Main Points :

1. The study of literature is very important. It has a definite aim.
2. History records the deeds of kings and warriors. But it does not throw light on the hopes and dreams of men.
3. Only literature reflects the ideals of men, their aspirations and goals.
4. History, on the other hand, does not tell us about thoughts and feelings of great men.
5. So we have to turn to literature.

Title : Knowledge of Men

Precis : Knowledge of men is one of the aims of the study of literature. History does not throw light on the inner nature, hopes and dreams of man. It reveals only his outer self. Only literature throws light on the inner ideals of man. History tells us only the deeds of Anglo-Saxons on the sea. It tells us nothing about their thoughts and feelings, their views about life and death, God and man. For that we have to turn to literature. It brings them close to us. It reveals their love and loyalty, hopes and fears.

UNSOLVED EXERCISES

Q. Write the precis of the following passages and give suitable title :

EXERCISE 1

It may seem odd to have to insist that one should only read because one liked it ; but people read for such a queer variety of reasons. There are people who read a book, not because they enjoy the book, but because they want to be able to say that they have read it. They want to be in the swim. Ten to one, when they read a book for those reasons, they only skim through it because all they really want to do is to be able to talk as if they had read it. There are people who set themselves down to read a book because they think it will do them good. They make a duty of it, a kind of penance. Sometimes they go so far as to set themselves so many pages at a time. If it is some kind of technical book, which they are reading in order to improve their knowledge, well and good. But if it is a novel, or a poem, or any part of what we call "English literature", then the person who is reading it in this way is wasting his or her time. You cannot take a good book as if it were medicine. It is rude to the book, and very silly from your own point of view. By approaching it in that way you make sure of losing anything it might have to give you. You only begin to get good from a book when your spirit and the book's spirit come together. A book is like a living person. You must meet it as a friend, and actively like it, if any good is to pass between you.

EXERCISE 2

It is a curious and prevalent opinion that literature, like all arts, is a mere play of imagination, pleasing enough, like a new novel, but without any serious or practical importance. Nothing could be farther from truth. Literature preserves the ideals of a people ; and ideals—love, faith, duty, friendship, freedom, reverence—are the part of human life, most worthy of preservation. The Greeks were a marvellous people ; yet of all their mighty works, we cherish only a few ideals, — ideals of beauty in perishable stone, and ideals of the Greeks and Hebrews and Romans, preserved in their literature, which made them what they were, and which determined their value to future generations. Our democracy, the boast of all English speaking nations, is a dream, not the doubtful and sometimes disheartening spectacle, presented in our legislative halls, but the lovely and immortal ideal of a free and equal manhood, preserved as a most precious heritage in every great literature from the Greeks to the Anglo-Saxons. All our arts, our sciences, even our inventions are founded squarely upon ideals ; for under every invention there is the dream ; that man may overcome the forces of nature : the foundation of all our sciences and discoveries is the immortal dream that men "shall be as gods, knowing good and evil".

EXERCISE 3

The third characteristic of literature is its premanence. The world does not live by bread alone. Notwithstanding its hurry and bustle and apparent absorption in material things, it does not

willingly let any beautiful thing perish. This is even more true of its songs than of its paintings and sculpture. Though permanence is a quality we should hardly expect in the present deluge of books and magazines pouring day and night from our presses in the name of literature. But this problem of too many books is not modern as we suppose. It has been problem even since Caxton brought the first printing press from Flanders, four hundred years ago, and in the shadow of Westminster Abbey opened his little shop and advertised his wares as "good and cheap". Even earlier, a thousand years before Caxton and his printing press, the busy scholars of the great library of Alexandria found that the number of hand-written books was too great for them to handle ; and now when we print more in a week than all the Alexandrian scholars could copy in a century, it would seem impossible that any production could be permanent ; that any song or story could live to give delight in future ages. But literature is like a river in flood, which gradually purifies itself in two ways — the mind— settles to the bottom, and the scum rises to the top. When we examine the writings that constitute our literature, the clear stream purified of its dross, we find at least two more qualities, which we call the test of literature, and which determine its permanence. They are— universality and style.

EXERCISE 4

Hero-worship is a dangerous vice, and one of the minor merits of democracy is that it does not encourage it, or produce that un-manageable type of citizen known as the Great man. It produces instead different kinds of small man— a much finer achievement. But people who cannot get interested in the variety of life, and cannot make up their own minds, get discontented over this, and they long for a hero to bow down before and follow blindly. It is significant that a hero is an integral part of the authoritarian stock-in-trade to day. An efficient regime cannot be run without a few heroes stuck about it to carry off the dullness— much as plums have to be put into a bland pudding to make it palatable. One hero at the top a smaller one each side of him is a favourite arrangement, and the timid and the bored are comforted by the trinity, and bowing down feel exalted and strengthened.

EXERCISE 5

Most people when asked what spiritual quality is needed to rebuild civilization will reply, "Love, men must love one another." They say, "nations must do likewise," Respectfully, but firmly, I disagree. Love is a great force in private life ; but love in public affairs does not work. It has been tried again and again, and it has always failed. The idea that nations should love one another, or that marking boards should love one another, or that a man in Portugal should love a man in Peru of whom he has never heard is absurd, unreal, dangerous. It leads us into perilous and vague sentimentalism. "Love is what is needed," we chant, and then sit back and the world goes on as before. The fact is that we can love only what we know personally. And we cannot know much. In public affairs, in the rebuilding of civilization, something much less dramatic and emotional is needed, namely tolerance. Tolerance is a very dull virtue. It merely means putting up with people, being able to stand things. No one has written an ode to tolerance or raised a statue to her. Yet this is the quality which is most needed. This is the sound state of mind which we are looking for. This

is the only force which will enable different races and classes and interests to settle down together to the work of reconstruction.

EXERCISE 6

One of the most polluted rivers in India is the Ganga. This great river, flowing from the Himalayas to the Bay of Bengal, drains one-fourth of India's land area. It supports millions of people who live in towns and cities and villages along its 2,500 km course. These people rely on the waters of the Ganga for drinking, for industrial uses and for irrigating their land. The Ganga is also used by millions more to come to bathe in and drink the water of the most sacred of Indian rivers. Each city and town adds its own waste to the Ganga. Most of this is untreated human sewage (none of the 112 towns and cities along the Ganga has full sewage treatment facilities). The rest of pollution comes from domestic garbage, industrial sewage, carcasses of animals and human corpses thrown into the river and run-off from crop lands. Even though the Ganga has a high capacity for self-cleansing, it cannot keep up with all the wastes dumped into it. In many cities, the water is unfit for drinking, cooking or bathing. Further downstream the qualities improves, as the river's natural self-purification system has a chance to work. But then there is another city, town, or factory dumping its untreated waste right into the Ganga. One of the most polluted stretches is the seven-kilometre curve at Varanasi, where six million devotees come each year to bathe in (and add their dirt to) the holy river. Unfortunately, they are not the only things going into the water. India has much to lose by polluting its water supplies. We cannot afford to keep dumping our wastes into the same rivers from which we draw out drinking water. And there is no truth to the myth that the Ganga can never be polluted. We have already shown that it can be. The Central Ganga Authority has been set up since 1985 to make the holy river pure again.

EXERCISE 7

Johnson was a very poor man, and a very brave one. He never knew what wealth was. His mind was always greater than his fortune ; and it is the mind that makes the man rich or poor, happy or miserable. Johnson's gruff and bluff exterior covered a manly and noble nature. He had early known poverty and debt and wished himself clear of both. When at college, his feet appeared through his shoes, but he was too poor to buy new ones. His head was full of learning, but his pockets were empty. How he struggled through distress and difficulty during his first years in London, the reader can learn from his 'Life'. He bedded and boarded for four pence— half penny a day, and when too poor to pay for a bed, he wandered whole nights in the streets. He struggled on manfully, never whining at his lot, but trying to make the best of it. These early sorrows and struggles of Johnson left their scars upon his nature ; but they also enlarged and enriched his experience as well as widened his range of human sympathy. Even when in his greatest distress, he had room in his heart for others whose necessities were greater than his own ; and he was never wanting in his help to those who needed it, or were poorer than himself.

EXERCISE 8

The effect of books is two fold : they pressure knowledge in time and spread it in space. Suppose, for example, that you think of an important idea on a beautiful poem. Unless you can write it down, your idea or poem will probably die when you do. Even if you do write it down, it perishes as soon as the mice eat the paper, which they often do and do quickly. But once printing had been discovered, it did not matter how soon you died or how many copies of what you had written were eaten by mice, for, so long as one copy remained the idea or the poem could be made to last for just as long as people chose to go on printing it. And so it could live long after you had died. Not only could it live in time it could spread through space, for by making enough copies of it you could bring it to the notice of hundreds and thousands of people, until today you can send it all over the world.

Books are the chief carriers of civilization, because of them ideas live and spread. How important books are you can judge from the fact that very hot countries, as is well known, have little civilization. There are many reasons for this, but one of the most important is that the white ants who live in the tropics, eat up all the books. For example, in tropical South America there are practically no books more than forty or fifty years old. Where there are no books, there are no records and no literature, the ideas and knowledge of one generation are not handed on to the next and it is much more difficult for the race to progress and become civilized. But it is no use having books unless people can read them and learning to read is part of what is called education.

EXERCISE 9

Teaching is not confined to parents and professional teachers. Wherever there are beginners and experts, old and young, there is some kind of learning going and some are learners and teachers. Think of your own life as an individual. Much of it is routine. Some of it is amusement. The rest is made up of learning and teaching, whether you are a doctor enlarging your knowledge of certain types of illness or a housewife planning your work more effectively, whether you are a trade union official learning about economics or a typist learning about life on a minimum wage, whether you are a young husband cheering up your wife, or a political speaker influencing an audience, you are learning for yourself and teaching others. Most of the people do not realize how much of their private life is taken up with amateurish teaching and haphazard learning and not many understand that most of us, as public beings either learn or teach incessantly.

EXERCISE 10

Freedom has assuredly given us a new status and new opportunities. But it also implies that we should discard selfishness, laziness and narrowness of outlook. Our freedom suggests toil and the creation of new values for old ones. We should so discipline ourselves as to be able to discharge our responsibilities satisfactorily. If there is any one thing that needs to be stressed more than any other in the new set up, it is that we should put in action, to our full capacity, whatever capabilities we have. Work, unceasing work, should now be our watchword. Work is wealth and service is happiness. The greatest crime today is idleness. If we root out idleness, all our difficulties, including even conflicts, will gradually disappear. Whether as constable or high official of the state, whether

as businessman or industrialist, artisan or farmer, each one of us is discharging his obligation to the state, and making a contribution to the welfare of the country. Honest work is the sheet anchor to which we should cling if we want to be saved from danger or difficulty. It is the fundamental law of progress.

EXERCISE 11

Science affects the average man and woman in two ways. He or she benefits by its applications, driving in a motorcar or omnibus instead of a horse-drawn vehicle, being treated for disease by a doctor or surgeon rather than a priest or a witch, and being killed with an automatic pistol or a shell in place of dagger or a battle axe. It also affects his or her opinions. Almost everyone believes that the earth is round and the heavens nearly empty, instead of solid. And we are beginning to believe in our animal ancestry and the possibility of vast improvements in human nature by biological methods. But science can do something far bigger for the human mind than the substitution of one set of beliefs for another, or the inculcation of scepticism regarding accepted opinions. It can gradually spread among humanity as a whole the point of view that prevails among research workers, and has enabled a few thousand men and a few dozen-women to create the science on which the modern civilization rests. For if we are to control our own and one another's actions as we are learning to control nature, the scientific point of view must come out of the laboratory and be applied to the events of daily life. It is foolish to think that the outlook which has already revolutionised industry, agriculture, war and medicine will prove useless when applied to the family, the nation or the human race.

EXERCISE 12

One of the heaven's best gifts to man is Humour, for it adds innocent pleasure to life both in health and in sickness and helps to promote good feeling among people in their daily dealings, with one another. Think for a moment what life would be, if there were no humour or wit in the world, no laughter, no fun. Now, humour is not the same thing as wit ; wit is concerned chiefly with words, while humour is not the same thing as wit; wit is concerned chiefly with words, while humour deals rather with situations, a man may be witty and yet not possess much humour. Humour is much larger and profounder than wit. Nearly all the greatest writers have the gift of humour.

But like the pleasurable things of life, wit and humour have their dangers, and those of the commonest are those of being vulgar, unkind and profane. In other words those who use these gifts of wit and humour must avoid vulgarity, must see that they do not hurt the feelings of others, must beware of jesting about sacred things. The only way in which you can acquire the right taste for what is good in the world of wit and humour is to read good examples of which there are many in literature.

EXERCISE 13

India, like the elephant that has teeth for show but separate teeth for biting, has to sharpen its capacity to deter aggression while publicly flaunting a desire for friendship with its neighbours and the leading powers. India's biggest shortcoming has been that it has always wanted to be a

state that is liked, not a state that is respected. The difference between China and India is that the former inspires awe and respect ; the latter confounds its friends and foes alike.

An important power is a state that is willing to bear pain to achieve its objectives and inflict pain on those who flagrantly undermine its security. India, in contrast, has been content to play the victim before international audience, ignoring, in the process, some basic principles of international relations. Without realistic, goal oriented statecraft, no nation can pursue effective diplomacy or defence strategy. Every nation has to directly and assertively advance its own interests.

EXERCISE 14

Part of the discipline of daily life is to organize one's activities so as to be able to devote a good share of one's time and energy to public service in the community. That service cannot begin too early or be carried on too consistently. Many services that are now performed inadequately by the government either because the budget does not provide for them or because they are in the hands of a remote officialdom, should be performed mainly on a voluntary basis by the people of a local community. This includes not merely administrative services, like service on school boards, library boards, and the like : it should also include other kinds of active public work, like the planting of roadside trees, the care of public gardens and parks, even some of the functions of the police. Through such work, each citizen would not merely become at home in every part of his city and region; he would take over the institutional life of his community as a personal responsibility.

In the new discipline for the daily life, then public work must receive, alongwith one's vocation and one's domestic life, its due share of energy, interest, loving care.

EXERCISE 15

The present is an age of equality between men and women. In the west, the women have already achieved this goal. Western women generally enjoy complete social independence, the right of voting and all the privileges which were previously denied to them. In our country the right of women to equality with men has been duly recognised by the enlightened sections of the population, but among the poor and illiterate people who form the majority, this right is neither being systematically and emphatically demanded by the women themselves, not being willingly granted by men. In India the gulf between the rich and the poor is still very wide. The rich classes enjoy all the comforts and luxuries which modern science has devised while the poor people can not effort even the barest necessities of life. The result is that while the upper classes are highly educated and civilized and live according to western standards, the poor are still largely illiterate and ignorant. Consequently, the place of women of the upper classes in Indian life is widely different from that of lower class women.

EXERCISE 16

India must break with much of her past and not allow it to dominate the present. Our lives are encumbered with the dead wood of this past, all that is dead and has served its purpose has to go. Only that which is vital and life-giving in that past should be retained. We can never forget the ideals that have moved our race, the dreams of the Indian people through the ages, the wisdom of

the ancients, the buoyant energy and love of life and nature of our forefathers, their spirit of curiosity and mental adventure, the daring of their thought, their splendid achievements in literature, art and culture, their love of truth and beauty and freedom, the basic values that they set up, their understanding of life's mysterious ways, their toleration of other ways than theirs, their capacity to absorb other peoples and their cultural accomplishments, synthesize them and develop an varied and mixed culture ; nor can we forget the myriad experiences which have built up our ancient race and lie embedded in our subconscious minds. We will never forget them or cease to take pride in that noble heritage of ours. If India forgets them she will no longer remain India and much that has made her joy and pride will cease to be.

—Jawahar Lal Nehru

EXERCISE 17

It is not this that we have to break with, but with all the dust and dirt of ages that have covered her up and hidden her inner beauty and significance, the excrescences and abortions that have twisted and petrified her spirit, set it in rigid frames, and stunted her growth. We have to cut away these excrescences and remember afresh the core of that ancient wisdom and adapt it to our present circumstances. We have to get out of traditional ways of thought and living which, for all the good they may have done in a past age, and there was much good in them, have ceased to have significance today. We have to make our own all the achievements of the human race and join up with others in the exciting adventure of man, more exciting today, perhaps than in earlier ages, realizing that this has ceased to be governed by national boundries or old divisions and is common to the race of men everywhere. We have to revive the passion for truth and beauty and freedom which gives meaning to life and develop afresh that dynamic outlook and spirit of adventure which distinguished those of our race who, in ages past, built our house on these strong and enduring foundations. Old as we are, with memories stretching back to the early dawns of human history and endeavour, we have to grow young again, in tune with our present time, with the irrepressible spirit and joy of youth in the present and its faith in the future.

—Jawahar Lal Nehru

EXERCISE 18

Philosophy has avoided many of these pitfalls and encouraged thought and inquiry. But it has usually lived in its ivory tower cut off from life and its day-to-day problems, concentrating on ultimate purposes and failing to link them with the life of man. Logic and reason were its guides and they took it far in many directions, but that logic was too much the product of the mind and unconcerned with fact.

Science ignored the ultimate purposes and looked at fact alone. It made the world jump forward with a leap, built up a glittering civilization, opened up innumerable avenues for the growth of knowledge, and added to the power of man to such an extent, that for the first time, it was possible to conceive that man could triumph over and shape his physical environment. Man became almost a geological force, changing the face of the planet, earth, chemically, physically and in many other ways. Yet, when this sorry scheme of things seemed to be in his grasp, to mould it nearer to the heart's desire, there was some essential lack and some vital element was missing. There was no knowledge of ultimate purposes and not even an understanding of the immediate purpose, for science had told us nothing about any purpose in life. Nor did man, so powerful in his control of

nature, have the power to control himself, and the monster he had created ran amuck. Perhaps, new developments in biology, psychology and similar sciences, would enable him to control himself more than he has done in the past. Or, before any advances influence human life sufficiently, man may destroy the civilization he has built and have to start anew. —Jawahar Lal Nehru

EXERCISE 19

Realising these limitations of reason and the scientific method we have still to hold on to them with all our strength, for without that firm basis and background, we can have no kind of grip on any kind of truth or reality. It is better to understand a part of truth and apply it to our lives, than to understand nothing at all and flounder helplessly in a vain attempt to pierce the mystery of existence. The applications of science are inevitable and unavoidable for all countries and peoples today. But something more than its application is necessary. It is the scientific approach, the adventurous and yet critical temper of science, the search for truth and new knowledge, the refusal to accept anything without testing and trial, the capacity to change previous conclusions in the face of new evidence—all this is necessary, not merely for the application of science, but for life itself and the solution of its many problems. Too many scientists today, who swear by science, forget all about it outside their particular spheres. The scientific approach and temper are of acting and associating with our fellowmen. That is a large order and undoubtedly very few of us, if any at all, can function in this way with even partial success. But this criticism applies in equal or even greater measure to all the injunctions which philosophy and religion have laid upon us. The scientific temper points out the way along which man should travel. It is the temper of free man. We live in a scientific age, so we are told, but there is evidence of this temper in the people anywhere, even in their leaders.

EXERCISE 20

Science deals with the domain of positive knowledge, but the temper which it should produce goes beyond that domain. The ultimate purpose of man may be said to be to gain knowledge to realise truth, to appreciate goodness and beauty. The scientific method of objective inquiry is not applicable to all these and much that is vital in life seems to lie beyond its scope—the sensitiveness to art and poetry, to the emotion that beauty produces, the inner recognition of goodness. The botanist and zoologist may never experience the charm and beauty of nature the sociologist may be wholly lacking in love for humanity. But even when we go to the regions beyond the reach of the scientific method and visit the mountain or gaze at the immensity beyond, that approach and temper are still necessary.

Very different is the method of religion. Concerned as it is principally with the regions beyond the reach of objective inquiry, it relies on emotion and intuition. And then it applies this method to everything in life, even to those things which are capable of inquiry and observation. Organized religion, allying itself to theology and often more concerned with its vested interests than with things of the spirit, encourages a temper which is the very opposite to that of science. It produces narrowness and intolerances, credulity and superstition, emotionalism and irrationalism. It tends to close and limit the mind of man, and to produce the temper of a dependent, unfree person.

—Jawahar Lal Nehru

2. NOTE-MAKING

COMMONLY USED ABBREVIATIONS

A/C	=	Account	Dt.	=	dated
a.m.	=	before mid-day	Dft.	=	draft
p.m.	=	afternoon	Dec.	=	December
Advt.	=	Advertisement	Dict.	=	dictionary
Apr.	=	April	Do	=	the same as aforesaid
Aug.	=	August	Dr.	=	Doctor
Ans.	=	Answer	Pt.	=	Pandit
B.C.	=	before Christ	St.	=	Saint
Co.	=	company	Dept.	=	department
Capt.	=	captain	Ed.	=	editor
Col.	=	colonel	Edu.	=	education
Cm.	=	centimetre	Estd.	=	established
C.M.	=	chief minister	e.g.	=	for example (<i>exempli gratia</i>)
C/o	=	care of	E.M.	=	education minister
D/o	=	daughter of	Esp.	=	especially
S/o	=	son of	Etc.	=	and others (<i>et cetera</i>)
Feb.	=	February	Oct.	=	October
Fig.	=	figure	O.K.	=	all correct
Ft.	=	feet	Opp.	=	opposite
Ft.Lt.	=	flight lieutenant	P.C.	=	post card.
Fem.	=	feminine	Pl.	=	plural
Mas.	=	masculine	P.O.	=	post office
G.K.	=	general knowledge	P.T.O.	=	Please turn over
Govt.	=	government	Pt.	=	point
G.P.O.	=	General Post Office	P.M.	=	Prime Minister
Hon.	=	honourable	P.W.D.	=	Public Works Department
Hr.	=	hour	Q.	=	question
H.P.	=	horse power	Qt.	=	quantity
Hr. Sec.	=	higher secondary	Qr.	=	quarter
H.Q.	=	head quarters	Re.	=	rupee
Int.	=	interest	Rs.	=	rupees
i.e.	=	that is (<i>id est</i>)	Retd.	=	retired
Jan.	=	January	Secy.	=	secretary
Junc.	=	junction	Sept.	=	September
K.M.	=	kilometre	S.D.O.	=	sub divisional officer
K.g.	=	kilogram	Sig.	=	signature
Lab.	=	laboratory	Sing.	=	singular
Ltd.	=	limited	Tech.	=	technical
Maj.	=	major	T.B.	=	tuberculosis
Misc.	=	miscellaneous	Tele.	=	telephone
M.O.	=	money order	Trg.	=	Training
Mr.	=	mister	T.V.	=	television
Mrs.	=	title prefixed to a married woman	Viz.	=	namely (<i>videlicet</i>)
Ms/Miz/	=	title of married or unmarried woman	V.P.O.	=	village and post office
M.P.	=	member of parliament	V.I.P.	=	very important person
M.L.A.	=	Member of legislative assembly	Wed.	=	Wednesday
M/s	=	Messrs	W.H.O.	=	World Health Organisation
M.T.	=	military training	W/o	=	wife of
N.B.	=	note well	Yr.	=	year
Neg.	=	negative	Xmas	=	Christmas
No.	=	number			
Nov.	=	November			

SOME SOLVED EXERCISES

EXERCISE 1

Q. Read the following passage carefully and attempt the exercise that follows at the end :—

Although every child has a right to expect proper care and attention from his parents by way of food, clothing, education and health, millions of our children are left to grow on their own without the benefit of parental care and attention.

No parents would want to neglect their children. But when there are many children to look after, parents just find themselves unable to provide them with even the bare necessities of life. The children suffer. The parents suffer. The nation suffers.

Family planning thus acquires the most urgent priority. We have to approach every family particularly those in our villages and persuade it to adopt the measures of birth control which we have devised for their welfare. It is for us in government and in voluntary agencies to launch a movement to convince people about the continuous need for family planning.

I hope that National Family Welfare fortnight, which is being observed in the second half of October, will help in carrying the message of family planning to the remotest villages to accelerate the pace of progress of The National Welfare Programme. I send my best wishes on the occasion and appeal to all sections of our society to help in this national endeavour.

Word-meanings. Parental — of the parents (माता पिता की); bare necessities — basic needs (मूलभूत आवश्यकताएँ); family planning — (परिवार कल्याण); priority — claim to consideration (प्राथमिकता); voluntary — doing things willingly without being compelled (स्वयंसेवी); remotest — far flung (दूर के); endeavour — effort (प्रयास)

Makes notes on the contents of the passage in points only, using abbreviations wherever necessary.

ANSWER

Notes.

1. Parental care and attention—right of every child.
2. Millions of our children don't have this benefit.
3. Children many, parents helpless—loss to child, parents and nation.
4. F.P. Urgent need—village families to be persuaded to adopt birth control measures.
5. Govt. and people to stress need for F.P.
6. 2nd half Oct. observed family Welfare Fortnight.
7. Message to reach villages—appeal to all sections for co-operation.

EXERCISE 2

Q. Read the following passage carefully and attempt the exercise that follows at the end :—

Democracy always needs a kind of public honesty which expresses itself in there being a permanent supply of people who are prepared to question the popular, the accepted and the convenient and to suggest alternatives. Some systems using the name of democracy, deny this. They maintain that certain things have been, as it were, revealed to be true and cannot be questioned; certain alternatives are held not to be only desirable but even undiscussable. This cannot be democracy.

.....We live in an age of slogans. Slogans are very necessary to make big issue understandable to simple people. One of the most memorable phrases in world history is such a slogan, the French Revolutionaries slogan of "liberty, equality, fraternity".

But very often sloganology is the art of making an unclear idea appear to be clear when it is no such thing. A functioning democracy must, therefore, be very careful to explain, as far as possible to its citizens what it is talking about, what its terms are and not simply to speak in resounding formulae.

Word-meanings. Alternatives — one of more than two possibilities (विकल्प); revealed — disclosed (स्पष्ट होना, प्रकाश में आना); slogans — (नारे); fraternity — brotherhood (भ्रातृत्व); sloganology — the art of using slogans to mislead the public (नारेबाजी)

Make notes on the contents of the passage in points only, using abbreviations wherever necessary.

ANSWER

Notes.

1. Public honesty needed in democracy—people free to discuss popular, accepted things.
2. Some systems deny this liberty—but claim to be democratic—take certain things for granted—allow no discussion, accept no alternatives—against democracy.
3. Present age of slogans—slogans are necessary to make big things clear to simple people. Popular slogan of French Revolution—'Liberty, equality, fraternity'.
4. Slogans often misused to make unclear idea seemingly clear.
5. Democracy to avoid slogans and make things clear.

EXERCISE 3

Q. Read the following passage carefully and attempt the exercise that follows at the end :—

Arabs and Iranians find it difficult to believe that India is trying to eliminate English from its administration and education. For the people in Arabia and Iran spend millions of dollars every month in gaining a rudimentary knowledge of this very complicated and unscientific language. In Iran, for instance, the Persian language is quite capable of absorbing the vocabulary of progress. It is the medium of instruction and administration. Films and other entertainment media have to depend totally on Persian to reach even the majority of intellectuals. Hardly ten percent of the elite are fluent in English. With such a wide sphere, Persian is naturally blooming fast into a modern language. No foreigner can expect to stay for long periods in a West Asian country without acquiring some fluency in the local language.

And yet, despite the awareness of the vital importance of a national language, the oil-rich developing countries are finding that the senior positions are almost automatically held by those who can speak in English. The knowledge of this language is essential for any promotion beyond the grade of say, an upper division clerk. No such written law exists, but circumstances work that way.

Word-meanings. Eliminate—root out (हटाना); rudimentary—elementary (प्रारम्भिक); complicated—difficult (पेचीदा); intellectuals—persons who work and live by using their mind and thinking (बुद्धिजीवी); elite—the best or most important people in a social group (विशिष्ट वर्ग)

Make notes on the contents of the passage in points only, using abbreviations wherever necessary.

ANSWER

Notes.

1. India trying to remove Eng. from edu. and administration.
2. Arabia and Iran spending much money to spread knowledge of Eng.
3. Their own languages have potential of progress—growing developing popular media of edu. and films.
4. Only a few fluent in Eng.
5. These developing countries aware of the imp of national lg.
6. But senior positions held by those who speak Eng.
7. No promotion without knowledge of Eng.

EXERCISE 4

Q. Read the following passage carefully and attempt the exercise that follows at the end :—

In India, it has always been the custom to look after the aged. In the days of the joint family, the patriarchs and matriarchs continued to exercise this authority to the last. With the break up of the joint family parents in old age continued to live with the children and grand-children. But urbanization is changing it these days. A small flat cannot accommodate every body. Parents are either tucked away in some dark, remote quarter or are shared round the year with other members of family. Inevitably, as urbanization increases, the old in India may find themselves an embarrassment to the young just as in West. They will

have to be sent to old people's homes, not out of callousness but simply because they cannot be accommodated. Even in the countryside, with the cost of living steadily going up, the business of looking after the old is becoming difficult. Doctor's bills are expensive and so are the special foods the old need.

If this is tragic, the problem of loneliness is frightening. Many psychologists have written at length on the terror of old-age loneliness. There is no one to talk about a world that no longer exists.

Word-meanings. The aged — old people (वृद्ध व्यक्ति); patriarch — the male head of a family or tribe (पितृ प्रधान); matriarch — the female head of a family or tribe (मातृ प्रधान); urbanisation — (नगरीकरण); inevitably — un-avoidably (अपरिहार्य रूप से); embarrassment — impediment (बाधा/अड़चन); callousness — cruelty (क्रूरता/निर्दयता)

Make notes on the contents of the passage in points only, using abbreviations wherever necessary.

ANSWER

Notes.

1. Care of aged—old Indian custom.
2. Aged parents exercised authority in joint family system.
3. Break up of joint family—but aged parents with children.
4. Change with urbanization—aged difficult to accommodate in small flats—necessary to send them to old people's homes.
5. Difficult to maintain—rising cost of living.
6. Terrible problem of old age loneliness.

EXERCISE 5

Q. Read the passage given below and attempt the exercise that follows at the end :—

The science of doctoring to society's ills is related to the science of doctoring to the ills of the individuals that constitute society. The anatomy as well as psychology of the individual man is repeated in magnified scale in the anatomy and psychology of the society.

The ills that afflict man are legion. One may set about to make a study of disease ranging from brain tumours to inflamed toe nails and view in each ailment an individual enemy of man and proceed to devise separate steps to wipe out each enemy. One may view it in an altogether different light. Over the past millions of years mankind as a whole has survived all these diseases which time and again assumed even epidemic proportions. Therefore, the overcoming and surviving of illness is the natural genius of the animal system. Good health, and survival against disease is nature's law. Illness is an aberration. The formidable problem of identifying and naming diseases and discovering miracle drugs to cure each of them disappears at once. Attention is diverted to the single aim of achieving sound mind in a sound body and letting it take care of itself against all diseases.

Word-meanings. Doctoring — healing/applying. medicine/mending (इलाज करना); anatomy — analysis (चीर-फाड़/विश्लेषण); legion — a large number, many (अनेक); epidemic — spreading rapidly (महामारी); aberration — abnormality (असामान्यता); formidable — horrible (भयंकर)

Make notes on the contents of the passage in points only using abbreviations wherever necessary.

ANSWER

Note.

1. To cure society's ills, ills of individual members be cured.
2. Members cured, society cured.
3. Man's ills and diseases, countless— each disease, man's enemy— different steps to destroy each enemy.
4. Another view—mankind survived diseases and epidemics throughout centuries.
5. Overcoming and surviving illness—natural ability of animal system— Good health—natural law.
6. No need to find individual diseases and to cure them with drugs.
7. Main aim— sound mind in sound body— it will take care of itself.

UNSOLVED EXERCISES

EXERCISE 1

Q. Read the passage given below and attempt the exercise that follows at the end :—

Australian scientists are using radio tracking equipment to investigate the habits of koalas living at Tidbinbilla, a nature reserve near Canberra. Four of the dominant koalas—two males and two females—are already wearing the radio-collars which contain a tiny transmitter with a nine-month battery life. The transmitters have been developed by Australian scientists working in crocodile and dingo tracking research projects and are now being produced by a Sydney firm. The project began because researchers from Australian Department of the Capital Territory, which runs Tidbinbilla, believed that the rigid territorial system in the koala enclosure was forcing some of them out of the area every year. It has been extended to investigate the complex social structure of the colony, their sex ratios, age, feeding and breeding habits. Dr. Braysher a wild-life biologist with the Conservation and Agriculture branch of the Department, tells that 20 or more koalas have been forced to leave the enclosure.

Koalas are tracked by very high equipment, operating at 400 mega hertz, with a range of three to four kilometre and of about 20 kilometre from the air. The equipment allows 10 different frequencies. The beat of each frequency can be varied so that each koala can be identified by its peculiar call sign.

Word-meanings. Reserve — sanctuary (आरक्षित क्षेत्र); investigate — find out (पड़ताल करना); conservation — preservation (संरक्षण)

Make notes on the contents of the passage in points only, using abbreviations wherever necessary.

EXERCISE 2

Q. Read the following passage carefully and attempt the exercise that follows at the end :—

There are more literate people in India today than ever before. But there are also more illiterates than ever before. More children go to school than at any time in the past. But more children today are out of school than at any time in the past. But it is not enough to blame the high birth-rate for this state of affairs. Indeed, it can be reasonably argued that continued mass illiteracy is not the result but the cause of the high birth-rate. Consequently, spread of literacy can be a potent weapon of socio-economic development.

Unfortunately official thought and planning in this regard had betrayed a failure of perception. The problem of illiteracy is related to but not the same as that of education. And while it is a colossal task to provide proper and full academic education to all children and youth in the country, the problem of eradicating illiteracy calls for a different and less leisurely blueprint. The following measures will be in the right direction; more primary schools, new part-time education centres for those who cannot attend regular school, and functional literacy centres for adults, especially in semi-urban rural areas.

Word-meanings. Literate — educated (साक्षर); illiterates — uneducated people (निरक्षर व्यक्ति); potent — powerful (शक्तिशाली); betrayed — shown; disclosed (दिखाया है, प्रकट किया है); colossal — huge (महान्); eradicating — rooting out (निर्मूलन/उन्मूलन करना); blueprint — outline (रूप-रेखा)

Make notes on the contents of the passage in points only, using abbreviation wherever necessary.

EXERCISE 3

Q. Read the following passage carefully and attempt the exercise that follows at the end :—

When the Everest was scaled by Edmund Hillary and Tenzing Norkey, there were two responses. For many people it was a thrilling achievement because human effort had won over nature's barriers. A few dismissed the adventure as of no account and yet a smaller number refused to believe that the Everest had been conquered. The last view may have been held by cranks. But they too had a point. There has always to be something unattainable in the world in order to keep its wonder. Dalton who is said to have been the

discoverer of the atom as the basic constituent wrote with conviction that the atom cannot be further broken up. But he was wrong. The atom was fragmented into what were seemingly its last constituents. And now scientists are talking of even smaller fragments described as "quarks". What, in short, the sceptics are saying is that the last word has not been said to anything.

The reaction was much the same when the Americans landed on the moon.

Word-meanings. Barriers — obstacles (व्यवधान/रुकावटें); crank — eccentric (सनकी); fragmented — broken into pieces (विभक्त हुए); seemingly — apparently (दृश्यमान रूप से); constituents — main elements (मूल तत्व); sceptics — those who doubt (सन्देहकर्ता)।

Make notes on the contents of the passage in points only, using abbreviations wherever necessary.

EXERCISE 4

Q. Read the following passage given below and attempt the exercise that follows at the end :—

A common complain about irrigation system in the country is that it has not been possible to put them to optimum use because of poor water management. When the large and medium irrigation projects were constructed initially none thought of the farmer and his farm and made no provision for field channels and water courses for delivering water to the individual farms.

The omission was belatedly discovered, but effort to plug it have not made much headway. Up to the end of Fifth Plan, an irrigation potential of 25 million hectares had been created but only 21.16 million hectares have come under actual irrigation. It also has not been possible to derive the full benefits from the extension of irrigation. While other countries have reported average grain yield in India. The net land yield has gone up to a mere 1.7 tonnes per hectare in 1977-79 from 0.6 tonne in 1950-51.

Word-meanings. Optimum — best/ideal (श्रेष्ठतम); omission — nonperformance/leaving out (चूक/त्रुटि); headway — progress (प्रगति); extension — spreading (विस्तार); yield — production (उत्पादन)

Make notes on the contents of the passage in points only, using abbreviations wherever necessary.

EXERCISE 5

Q. Read the following passage given below and attempt the exercise that follows at the end :—

A few stars are known which are hardly bigger than the earth, but the majority is so large that hundreds of thousands of earths could be packed inside each and leave room to spare; here and there we come upon a giant star large enough to contain millions and millions of earths. And the total number of stars in the universe is something like the total number of grains of sand on all the sea-shores of the world. Such is the littleness of our home in space when measured up against the total substance of the universe.

The vast multitudes of stars are wandering about the space. A few form groups which journey in company, but the majority are solitary travellers. And they travel through a universe so spacious that it is an event of almost unimaginable rarity for a star to come anywhere near to another star. For the most part each voyages in splendid isolation, like a ship on an empty ocean. In a scale model in which the stars are ships the average ship will be well over million miles from its nearest neighbour, whence it is easy to understand why a ship seldom sees another within hailing distance.

Word-meanings. Giant star — a very big star (बहुत बड़ा तारा); grains — particles (कण); multitudes — groups (समूह); spacious — vast (विशाल/वृहत्); rarity — something very rare (विरलापन); voyages — travels (यात्रा करता है); Isolation — separated from others/loneliness (एकाकीपन)

Make notes on the contents of the passage in points only, using abbreviations wherever necessary.

EXERCISE 6

Q. Read the following passage carefully and attempt the exercise that follows at the end :—

The cornerstone of the White House, the first Public building to be erected in Washington, was laid on October thirteen seventeen hundred ninety-two. Plans for the house, approved by George Washington, were drawn by James Hoban, an Irish-born architect. When it was first occupied in November, eighteen hundred by President John Adma and his wife, most of the interior was incomplete. Water was carried by hand into the House, and there was no bathroom. In eighteen hundred and nine Mrs. Dolly Madison furnished it.

Changes to the interior were constant with each administration and the concept of the original design deteriorated with each subsequent remodelling. The first alteration of major importance occurred in nineteen hundred and two during Theodore Roosevelt's term when the official functions were removed from the House making it available for the exclusive use of the President. The second change occurred in nineteen hundred and twentysix during Calvin Coolidge's administration when the roof was replaced and a fire-proof third floor was installed.

Word-meanings. Architect — a person who plans new buildings (वास्तुकार/स्थापत्य); concept — idea (धारणा); Deteriorated — became worse and worse (खराब हो गया); alteration — change (परिवर्तन)

Make notes on the contents of the passage in points only, using abbreviations wherever necessary.

EXERCISE 7

Q. Read the following passage carefully and attempt the exercise that follows at the end :—

The most important preliminary task of arranging one's life so that one may live fully and comfortably within one's daily budget of twenty four hours is the calm realization of the extreme difficulty of the task, because it involves sacrifice and endless effort.

If you imagine that you will be able to achieve your ideal by ingeniously planning out a time-table with a pen on a piece of paper, you had better give up the hope at once. If you are not prepared for discouragement and disillusion, if you will not be content with a small result for a big effort, then do not begin. Lie down again and resume the uneasy doze which you call your existence. It is very sad. Is it not very depressing and sombre? And yet I think it is rather life, too, this necessity for the tense bracing of the will before anything worth doing can be done. I feel it to be the chief thing that differentiates me from the cat by the fire.

Word-meanings. Preliminary — (आरम्भिक); ingeniously — cleverly (विचक्षणता से); disillusion — disenchantments (मोह भंग होने की स्थिति); Sombre — depressing (निराशाजनक, निरानन्द); brace — to prepare (oneself) usual for something unpleasant or difficult (तैयार करना/दृढ़ करना)

Make notes on the contents of the passage in points only, using abbreviations wherever necessary.

EXERCISE 8

Q. Read the following passage carefully and attempt the exercise that follows at the end :—

A Coimbatore man has walked non-stop for fifteen days, to be precise, fifteen days, eleven hours and fortyfive minutes. What purpose he had in mind was not stated. It may be assumed that it was either to beat the existing record, which was held by a Hyderabad man with three hundred and fortyfive hours or to draw attention to his athleticism. It could not have been taken to improve his health. This must have been sufficiently clear before he undertook the ordeal and in any case, surfeit is self-defeating. If the marathon walker were philosophically inclined, his object might have been to examine how far will power or determination could overcome physical limitations. The modern Indian, as a rule, hates to walk even a few hundred metres. Complaining all the while of the high cost of living and also waste of precious time, he is prepared to wait for hours to catch a bus which will transport him for a short distance at a cost with which he could have reinforced the fagging energies by a visit to a restaurant. He can only stand aghast at the Coimbatore man's exploit.

Word-meanings. Precise — accurate (सही-सही); athleticism — athletic skill (खेल-कूद/व्यायाम-कौशल); ordeal — difficult test (कठिन परीक्षा, अग्नि परीक्षा); surfeit — excess (अति, आधिक्य); marathon — very long; fagging — fatigued/tired out (परिश्रान्त); exploit — brave deed (कारनामा/महाकार्य)

Make notes on the contents of the passage in points only, using abbreviations wherever necessary.

EXERCISE 9

Q. Read the following passage carefully and attempt the exercise that follows at the end :—

There are some who say that they would go on walks if only they could get someone to accompany them. This is such a ridiculous statement that, but for his in-born tact, the walker would burst into a loud

laugh with the comment. Fancy, wanting a companion for a walk! The true walker avoids all company. The best companion for a walk is oneself— this being a grand opportunity for sifting and analysing life and people and coming to conclusion over so many matters. Here company is untenable. You might as well say that you are unable to contemplate the sunset unless you have a companion chattering always at your side. The true walker, even if he has been with himself for six hours, will never say, I have been out with the greatest bore on earth, namely myself, for one's mind attains such resilience while one walks that there can be no place for boredom. If there is any defect in the walker, it is his insatiety. There is no limit to his desire to cover distances. He calculates within himself. Six miles a day, one hundred and eighty miles a month, over two thousand miles a year. Why should I not go round the world on foot? There is in reality no limit to his zeal. He ever attempts to reach the horizon.

Word-meanings. Ridiculous — laughable (हास्यास्पद); inborn — instinctive/innate (सहजात/जन्मजात); sifting — examining (छानबीन करना); untenable — indefensible (अतर्कसंगत); chattering — talking senselessly (बकबक कर रहा); resilience — buoyancy (लचीलापन); insatiety — not feeling satiated or cloyed (अपरितृप्ति); zeal — enthusiasm (उत्साह/जोश)

Make notes on the contents of the passage in points only, using abbreviations wherever necessary.

EXERCISE 10

Q. Read the following passage given below and attempt the exercise that follows at the end :—

I shall never forget my first jump from an aeroplane. There were ten of us and I was the first to step out. "Don't worry", said the trainer, "the parachute always opens." I was not quite sure. However, we climbed into the plane, a bar was swung across the doorway, and soon we were in the air. We looked round and grinned at each other, and that silent sympathy made us feel a little better.

I was the first to be called, "Stand in the doorway," said the trainer. He tapped my shoulder, and then said, "Go!" I went.

I had no sensation of falling, possibly because I was passing nothing on the way down. After a moment my feet jerked up in front of me. I looked up, and there was above me billowing white nylon. The parachute had opened.

Suddenly the ground seemed to be rushing at me, and a voice called, "keep your feet together."

A thump and I was down.

Word-meanings. Grinned — smiled broadly so as to show teeth (expressing amusement) (मुस्कराए); billowing — (लहरा रहा।)

Make notes on the contents of the above passage in points and use abbreviations wherever necessary.

EXERCISE 11

Q. Read the following passage carefully and do the exercise that follows at the end :—

There are, it must be admitted, some matters in regard to which the memory works with less than its usual perfection. It is only a very methodical man who can remember to take the medicine his doctor has prescribed for him. This is surprising. As a rule, the medicine is supposed to be taken before, during or after meals. The meal itself should be reminder of it. The fact remains, however, that only the moral giants remember to take their medicine regularly. Certain psychologists tell us that we forget things because we wish to forget them. It may be that people fail to remember pills and mixtures at the appointed hours because of their antipathy for them. However, this does not explain how a life-long devotee of medicines like myself is as forgetful of them as those who take them most unwillingly. The very prospect of a new and widely advertised cure— all delights me. Yet, even if I have the stuff in my pocket, I forget about it as soon as the hour for swallowing it approaches.

Word-meanings. Antipathy — hatred, aversion (नफरत); devotee — worshipper (भक्त, उपासक); unwillingly — against one's desire (अनिच्छा से); stuff — thing, material (वस्तु, पदार्थ); swallowing — (निगलना)

Make notes on the contents of the above passage in points using abbreviations wherever possible.

EXERCISE 12

Q. Read the following passage carefully and attempt the exercises that follows at the end :—

We had not been in the house more than a few days, when we discovered that soon after dark the kitchen became alive with black beetles, attracted there, no doubt, by the warmth of the kitchen fire. These pests increased to such an extent and became such a nuisance that we had to take the most drastic steps to get rid of them. At first we were greatly puzzled as to the best way to this, but one day we chanced to learn that black beetles have an extraordinary fondness for stale beer. Acting on the valuable hint, we half-filled a jar with stale beer, stand the jar on the kitchen floor near the range, then leant a strip of flat wood against it to form a sort of gangway for the beetles to walk up, and when night came, hopefully awaited results. These exceeded our expectations. For the black beetles walked unsuspectingly up the gangway and having reached the highest point toppled over into the jar of beer and there met most glorious death.

Word-meanings. Beetles — (भृंग); pests — vermin (पीड़क जन्तु/नाशी जीव); nuisance — cause of annoyance or inconvenience (कष्टक/उपद्रव); stale — (बासी); gangway — passage (मार्ग)

Make notes on the contents of the above passage in points using abbreviations wherever possible.

EXERCISE 13

Q. Read the following passage carefully and attempt the exercise that follows at the end :—

Conversation is indeed the most easily teachable of all arts. All you need to do in order to become a good conversationalist is to find a subject that interests you and your listeners. There are, for example, numberless hobbies to talk about. But the important thing is that you must talk about the other fellow's hobby rather than your own. There-in lies that secret of your popularity. Talk to your friends about the things that interest them, and you will get a reputation for good fellowship, charming wit, and a brilliant mind. There is nothing that pleases people so much as your interest in their interests.

It is just as important to know what subjects to avoid as what subjects to select for good conversation. If you don't want to be set down as a wet blanket or a bore, be careful to avoid certain unpleasant topics. Avoid talking about yourself, unless you are asked to do so. People are interested in their own problems, not in yours. Sickness or death bores everybody. The only one who willingly listens to such talk is the doctor, but he gets paid for it.

To be a good conversationalist, you must know not only what to say, but how to say it. Be civil and modest. Don't over-emphasize your own importance. Be mentally quick and witty. But don't hurt others with your wit. Finally, try to avoid mannerism in your conversation. Don't bite your lips or click your tongue, or roll your eyes, or use your hands excessively as you speak. Don't be like the Frenchman who said, "How can I talk if you hold my hands?"

Word-meanings. Conversationalist — expert in conversation (संवादपटु); popularity — (लोकप्रियता); reputation — fame (प्रसिद्ध/शोहरत); wit — intelligence/intellectual humour (बुद्धि ; बौद्धिक हास्य); a wet blanket — person who, by being gloomy himself, prevents others from enjoying themselves/kill-joy (रंग में भंग करने वाला); civil — politely helpful (शिष्ट/शालीन/भद्र); mannerism — habitual peculiarity of behaviour or speech (कृत्रिमता/व्यवहार-वैचित्र्य); click — खटखट करना।

Makes notes on the contents of the above passage in points using abbreviations wherever necessary.

EXERCISE 14

Q. Read the following passage carefully and attempt the exercise that follows at the end—

Freedom has assuredly given us a new status and new opportunities. But it also implies that we should discard selfishness, laziness and all narrowness of outlook. Our freedom suggests toil and the creation of new values for old ones. We should so discipline ourselves as to be able to discharge our responsibilities satisfactorily. If there is anything urgently required in the new set-up, we should put it in action to our full capacity, each one of us in productive effort— each one of us in his own sphere, however humble. Work, unceasing work, should now be our watchword. Work is wealth, and service is happiness. The greatest

crime today is idleness. If we root out idleness all our difficulties, including even conflicts, will gradually disappear. Whether as constable or high official of the State, whether as businessman or industrialist, artisan or farmer or peasant, each one of us is discharging his obligation to the State, and making a contribution to the welfare of the country. Honest work is the sheet anchor to which we should cling if we want to be saved from danger or difficulty. It is the fundamental law of progress.

Word-meanings. Discard — give up (त्याग देना); toil — hard work (परिश्रम); unceasing — nonstop/continuous (निरंतर/सतत); watchword — motto (आदर्श वाक्य); artisan — manual worker (कारीगर/शिल्पी/दस्तकार); obligation — duty (कर्तव्य); sheet anchor — something on which one depends for security as a final resort when other things have failed (अवलम्ब/आश्रय)

Make notes on the contents of the above passage in points and use abbreviations wherever necessary.

EXERCISE 15

Q. Read the following passage carefully and attempt the exercise that follows at the end :—

Democracy was invented as a device for reconciling government with liberty. It is clear that government is necessary if anything worthy to be called civilization is to exist, but all history shows that any set of men entrusted with power over another set will abuse their power if they can do so with impunity. Democracy is intended to make men's tenure of power temporary and dependent upon popular approval. In so far as it achieves this it prevents the worst abuses to power. The Second Triumvirate in Rome, when they wanted money with a view to fighting Brutus and Cassius, made a list of rich men and declared them public enemies, cut-off their heads, and seized their property. This sort of procedure is not possible in America and England at the present day. We owe the fact that it is not possible not only to democracy, but also to the doctrine of personal liberty. This doctrine, in practice, consists of two parts, on the one hand that a man shall not be punished except by the process of law and on the other hand that there shall be a sphere within which a man's actions are not to be subject to governmental control. The sphere includes free speech, free press and religious freedom. All these doctrines, of course, are held in practice, with certain limitations. The British formerly did not adhere to them in their dealings with India. Freedom of the press is not respected in the case of doctrines which are thought dangerously subversive. Free speech would not be held to exonerate public advocacy of assassination of an unpopular politician. But in spite of these limitations the doctrine of personal liberty has been of great value throughout the English speaking world, as anyone who lives in it will quickly realise when he finds himself in a police state.

Word-meanings. Reconciling — bringing into harmony (सामञ्जस्य स्थापित करना); with impunity — without punishment (बिना दण्डित हुए); tenure — period (अवधि); Doctrine — principle/rule (सिद्धान्त); adhere to — stick to/follow (अनुसरण करना); Subversive — tending to subvert or destroy (उच्छेदक/विनाशक); exonerate — free from blame (दोषमुक्त करना); assassination — murder (हत्या)

Make notes on the contents of the passage in points only, using abbreviations wherever necessary.

B.

(a) MESSAGE WRITING*(around 50 words)*

A message is an informal piece of communication.

A message must be very short.

Only important details are included in a message.

A message must include

—the name of the person the message is intended for

—the name of the writer of the message

—the date and time when the message is written

A message need not be written in complete sentences. Articles, finite verbs, conjunctions can be omitted.

e.g. one need not to say—

I shall be reaching Jalandhar by the Shatabdi Express.

It is enough to say—

Reaching Jalandhar by Shatabdi

However,

While omitting a word, one should ensure that clarity is not sacrificed.

Type I. Conveying a message received on the phone for a person who is not at home.

EXAMPLES

1. Conveying a message received by Neha's mom on the phone.

Ans.

September, 16, 20...

4 p.m.

Neha

Gaurav called up when you were not at home. On Tuesday there is going to be a test in Maths to select participants for the Maths Olympiad. The paper will be based on the course covered. Please call Gaurav for further details between 7 p.m. and 8 p.m.

Mom

2. Conveying a message received by Raju's wife on the phone.

Ans.

March, 12, 20.....

5 p.m.

Raju

Office boy called up when you were not at home. Mr. Rakesh Sharma is going to outstation tomorrow for an urgent piece of work. He will not come to office tomorrow.

Nitika

3. Conveying a message received by mother on the phone for her daughter.**Ans.**

April, 12, 20....

8 p.m.

Nisha

Sneha called up when you were not at home. The college function is going to be held on 25 April, 20..... Call her for further details between 8 a.m. and 9 a.m. tomorrow morning.

Mom

4. Conveying a message received by Nitika on the phone for her husband.**Ans.**

June, 16, 20....

3 p.m.

Karan

Raghav, your business partner called up when you were not at home. On Monday, there is going to be a meeting at Chennai office for future business strategy formulation. Call Raghav between 6 p.m. and 7 p.m.

Nitika

5. Conveying a message received by Mom on the phone for her son.**Ans.**

October, 18, 20....

6 p.m.

Raghav

Sunny called up when you were not at home. On Tuesday, college trip is scheduled for Goa next week. For further details call Sunny between 8 p.m. and 9 p.m.

Mom

Type II. Writing a message for a friend who is not at home but with whom you want to discuss some important matter.

EXAMPLE 1

September, 5, 20....

6 p.m.

Gaurav

As you are not at home, I want to meet you to discuss business matter. Please make a call on this number-9888887776

Kunal

EXAMPLE 2

June, 9, 20....

9 a.m.

Puneet

As you are not at home, I wanted to tell you about college function to be held on 28 July, 20.....

Raghav

EXAMPLE 3

July, 10, 20....

8 p.m.

Gaurav

As you are not at home, I wanted to discuss our college trip which is scheduled for Mumbai next week.

Rakesh

EXAMPLE 4

September, 9, 20...

6 p.m.

Jasmeet

I wanted to discuss with you examination style/subject problems.

Sandeep

EXAMPLE 5

November, 12, 20....

8 p.m.

Rocky

I am going to my tuition in the morning. I want to discuss certain matters with you.

Ramesh

Type III. Leaving home in the absence of the family members and conveying them on what business you have gone.

EXAMPLE 1

July, 24, 20....

9 p.m.

Summit

As none of you was present at home, I had to go to my friend's house as his father is in hospital.

Gaurav

EXAMPLE 2

May 14, 20.....

8 p.m.

Naveen

As none of you was present at home, I had to go on some urgent task and I have left keys with neighbours.

Raghav

EXAMPLE 3

December 22, 20...

6 p.m.

Divya

As none of you reached home, I had to go to my friend's birthday party/marriage, function. The keys of our house are with our neighbours. Kindly collect them from there.

Sandeep

EXAMPLE 4

January 10, 20....

5 p.m.

Vjay

As none of you was present at home, I had to go to drop neighbour's child to the school.

Roshan

EXAMPLE 5

March 6, 20....

4 p.m.

Vinay

As none of you was present at home, I had to go to hospital to see our neighbour Mr. Sharma.

Gautam

EXAMPLE 6

August 19, 20....

3 p.m.

Rahul

As none of you was present at home, I had to go to drop our neighbour to the airport.

Kapil

EXAMPLE 7

April 23, 20...

5 p.m.

Nikhil

As none of you was present at home, I had to go to shopping mall for important household items.

Irfan

EXAMPLE 8

November, 11, 20....

9 a.m.

Rahul

As none of you was present at home, I had to go to airport to receive uncle at the airport.

Kunal

EXERCISE**MESSAGE WRITING**
(around 50 words)

1. Write a message for a friend Raghav who is not at home and Ravi visited his home and wanted to discuss something important.
 2. Convey a message for Lavanya who is not at home, message received by her mother.
 3. Convey a message received by mother on phone for Rahul.
 4. Write a message for the family members who are not at home and Ravi wants to leave home.
 5. Write a message for Raj who is not at work and Sham wants to leave office.
-

(b) DATA INTERPRETATION*(around 100 words)*

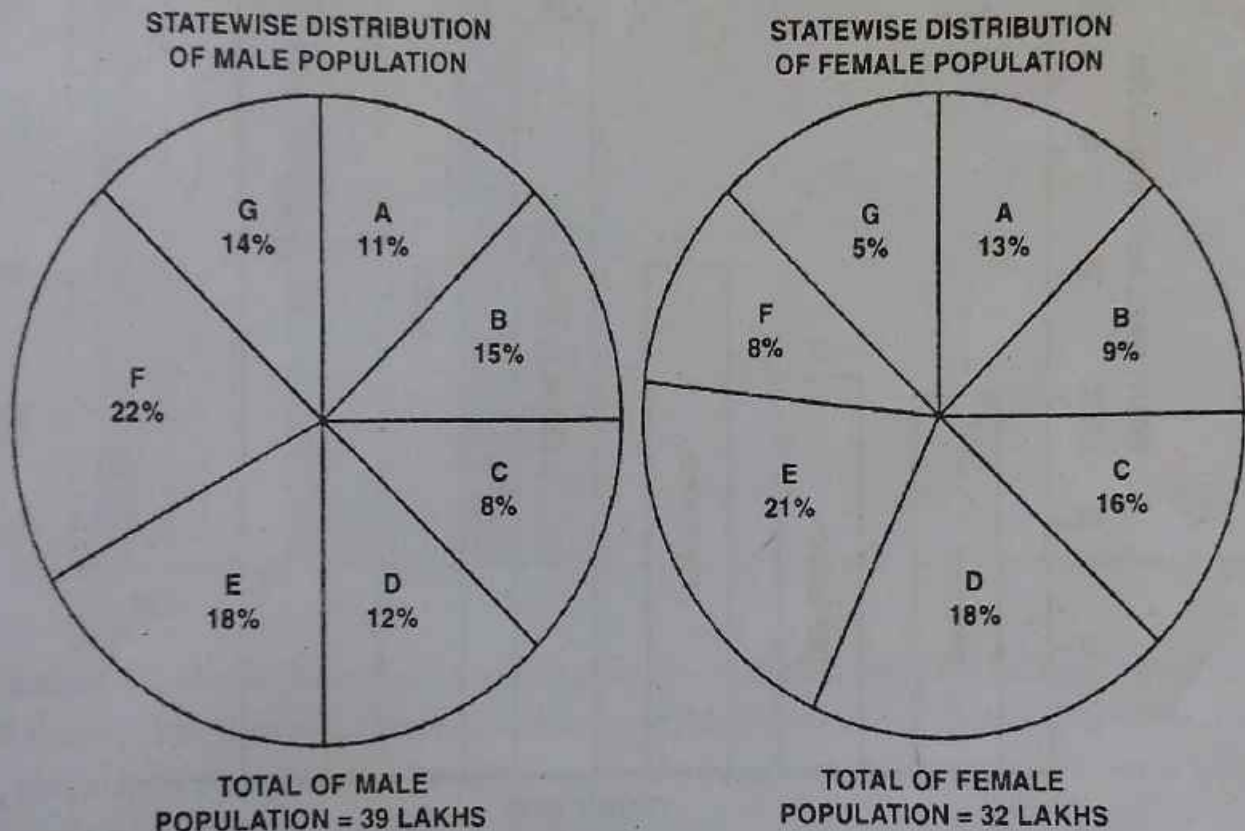
Data interpretation requires analysis of 1. Tables 2. Pie Charts 3. Line Graphs 4. Line/Bar Graphs
It makes comparison of given facts in the form of tables and pie charts.

Then the conclusions and inferences are drawn on their basis.

Some examples of tables, pie charts, line graphs are given ahead.

EXAMPLE 1. PIE CHART

The following graphs show the statewise distribution of male and female population over a particular period. Study the graphs carefully and write a critical summary around 100 words.



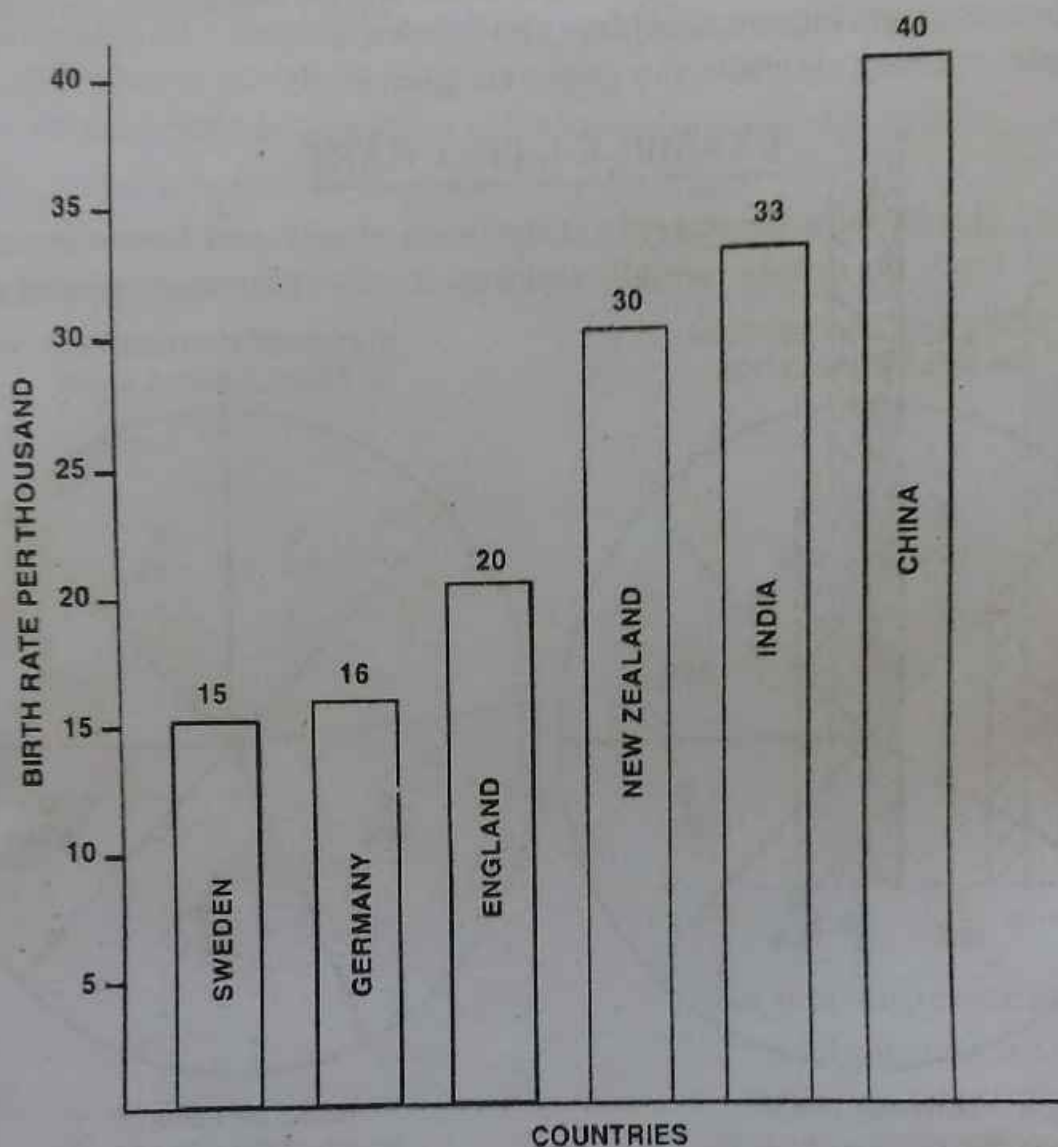
Conclusion. The above graphs show the statewise distribution of male and female population over a particular period.

The graphs show that the total population of males (39 lakh) is more than females (32 lakh) population. This reflects the statewise distribution of population, the female population is more than male population by 2%, 8%, 6% and 3% in A, C, D, E states, respectively. However, the male population is more than female population in B state by 6%. The male population in states F and G is almost triple than that of female population. The lowest female population is in state G, but the male population is more in this state. It reflects the male domination in this state and low female birth rate F, the female population is lowest, second to the state. However, in the F state, male population is the highest.

Over all, the graphs show the highest distribution of male and female population is in the state E in which female population is more than that of its counterpart. In states D and F the total population is almost the same and the total population is same in B and C states. In state G, the population is the lowest with male population more than triple than female population.

EXAMPLE 2. BAR GRAPH

The bar chart below shows the birth rates of different countries, Sweden, Germany, England, New Zealand, India and China. Write a report for a university lecture describing the information. Write around 100 words.

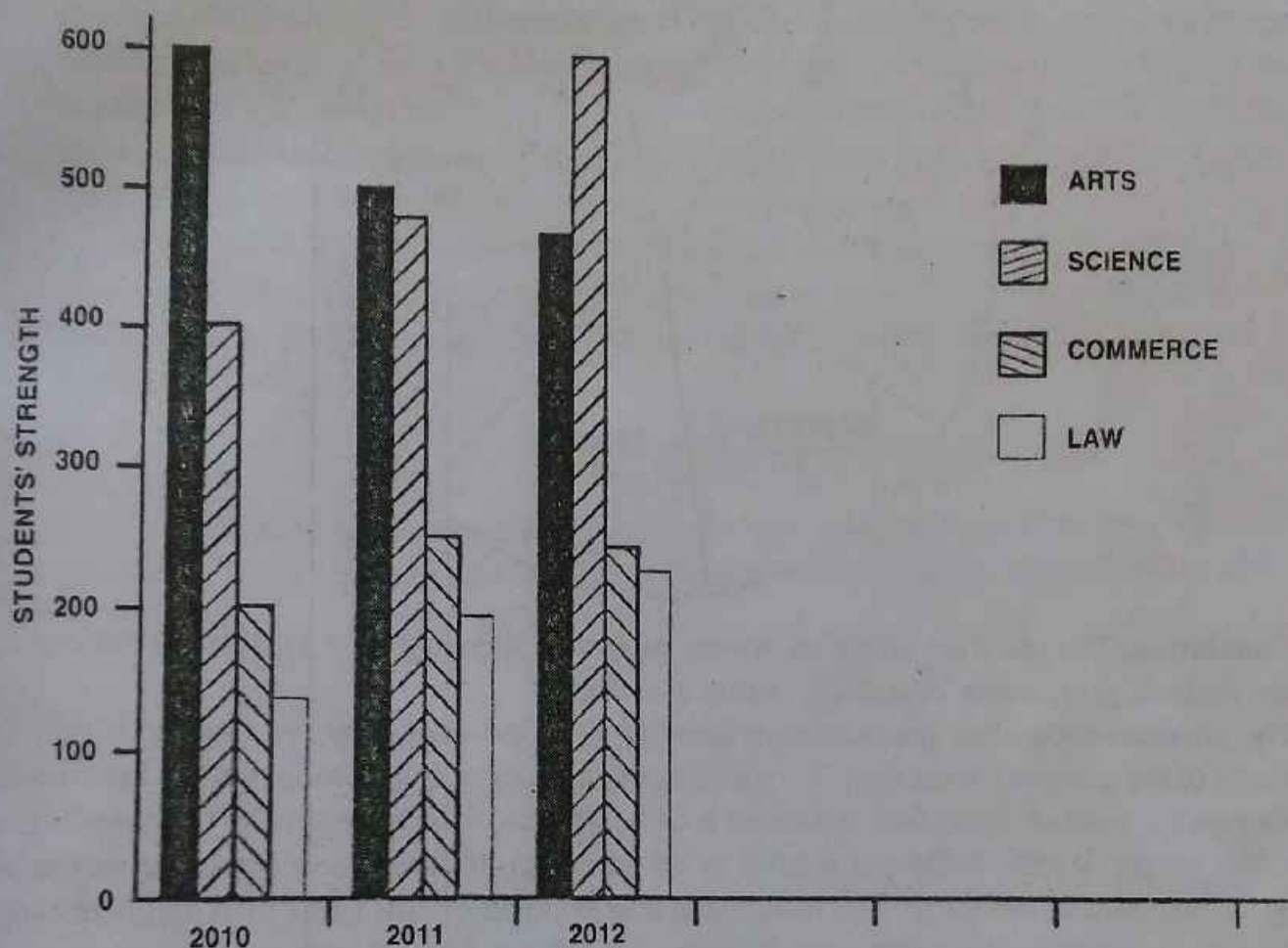


Conclusion. The above bar chart shows the birth rate of different countries, Sweden, Germany, England, New Zealand, India and China. The chart gives us an idea that birth rate per thousand is the lowest in Sweden (15), Germany (16) and England (20) respectively. The birth rate per thousand is highest in China (40). India is the 2nd country in having the highest birth rate which is 33. The countries with the highest birth rate are prone to have population (*explosion*) crisis. In these countries, the population may expand disproportionately. The 3rd country with the highest birth rate per thousand is New Zealand (30). The birth rate is slightly less than that of India but almost double than that of Sweden and Germany. The birth rate is more than double in the case of India as compared to Sweden and Germany. The birth rate of China is double than that of England and almost triple than that of Sweden and Germany.

Overall, birth rate per thousand is the lowest in developed countries like Sweden, Germany and England. However, it is the highest in the developing countries like China and India. The high birth rate in New Zealand may be due to low death rate because of better medical facilities.

EXAMPLE 3. BAR GRAPH

The chart below shows the changes in the students strength of a college in four faculties from 2010 to 2012. Prepare a report for a university lecturer around 100 words.



Conclusion. The above Chart shows the changes in the students strength of a college in four faculties from 2010 to 2012. The strength of students in Arts faculty decreased steeply from 600 to 480 in 3 years. However, the strength of students increased in Science and Law faculties. The increase is steep/dramatic in Science which is 200 students strength in three years from 2010 to 2012. It reflects the increase in interest in science subjects among the students because of more job opportunities in technical fields. There is also increase in students strength in Law faculty from 150 to 230. Apart from this, the strength of students increased in commerce faculty from 2010 to 2012 by 40 students. However, there is a decrease by 10 in 2012 in this faculty. The reason may be the interest in Science and Law among the students.

Overall, the chart shows the strength of students increased in science and Law faculties. Initially there is an increase in strength of students in commerce faculty and afterwards there is a fall. The strength of students decreased in arts faculty drastically.

EXAMPLE 4. PIE CHART

The pie-chart shows the pattern of spending by a country on various sports. Hockey, Football, Golf, Tennis, Basket Ball, Cricket and Others. Write a report for a university lecture critically analysing the information :



Conclusion. The pie-chart above shows the pattern of spending by a country on various sports hockey, football, golf, tennis, basketball, cricket and others.

The pie-chart shows that the maximum spending is on the cricket by the country. It reflects the popularity of the game in the country. The spending on the hockey is maximum next to the cricket. The spending on the football, basketball and tennis is 54%, 50% and 45% respectively. The spending on the golf is the lowest. It reflects the less interest of the people in this game or a particular section of the society is interested in this game. The spending is less than half on this game than on the cricket. The spending on the other games is also there. It reflects the interest of the people in other games.

In a nutshell, the pie-chart shows that the highest spending by a country is on cricket and the lowest is on the golf. The spending on others is also there apart from the main sports.

EXAMPLE 5. TABLE

Study the following table showing the percentage of marks obtained by different students in different subjects. Write a report for a university lecturer around 100 words :

Subjects (Maximum Marks)

Students	Maths	Physics	Chemistry	Biology	Psychology	English	Art & Craft	Social Science
Michael	84	82	70	77	64	66	78	84
Stuart	90	84	62	63	60	86	70	70
Jones	74	90	64	81	62	74	84	64
Smith	62	64	76	79	70	82	86	90
Mary	82	70	72	69	80	60	78	70
	70	80	86	87	66	74	68	80

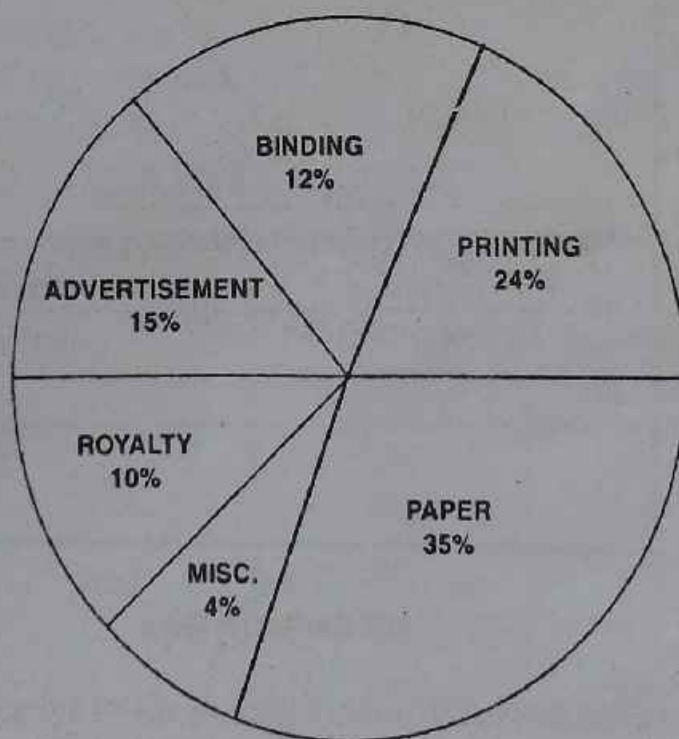
Conclusion. The above table shows the percentage of marks obtained by Michael, Stuart, Jones, Smith, Mary and Eveline in Maths, Physics, Chemistry, Biology, Psychology, English, Art and Craft and Social Science.

The table shows that in Maths Stuart obtained maximum marks (90%) and Smith obtained the minimum marks (62%). In Physics, Jones obtained the maximum marks (90%) and Smith obtained the minimum marks however Stuart obtained 84% marks. In chemistry, Eveline obtained maximum marks 86% and Stuart and Jones obtained minimum marks 62% and 64% respectively. In Biology, again Eveline obtained maximum marks (87%) and Stuart obtained minimum marks (63%). In Psychology, Mary obtained maximum marks (80%) and Jones obtained minimum marks (60%). In English, Stuart obtained maximum marks (86%) and Mary obtained minimum marks (60%). In Art & Craft, Smith obtained maximum marks and Eveline obtained minimum marks (68%). In social science, Smith obtained maximum marks (90%) and Jones obtained minimum marks (64%).

In a nutshell the table shows that Eveline obtained maximum marks in overall and stands at first position. Smith stands at 2nd position and Micheal at the 3rd position in obtaining the marks in all subjects. Mary obtained the minimum %age of marks in overall. However, she is good in Psychology, Maths, Chemistry.

EXAMPLE 6. PIE CHART

The following pie chart shows the expenditure incurred by Apex Publishing Company in bringing out a book. Study the chart carefully and write a report for university lecturer. Write around 100 words.



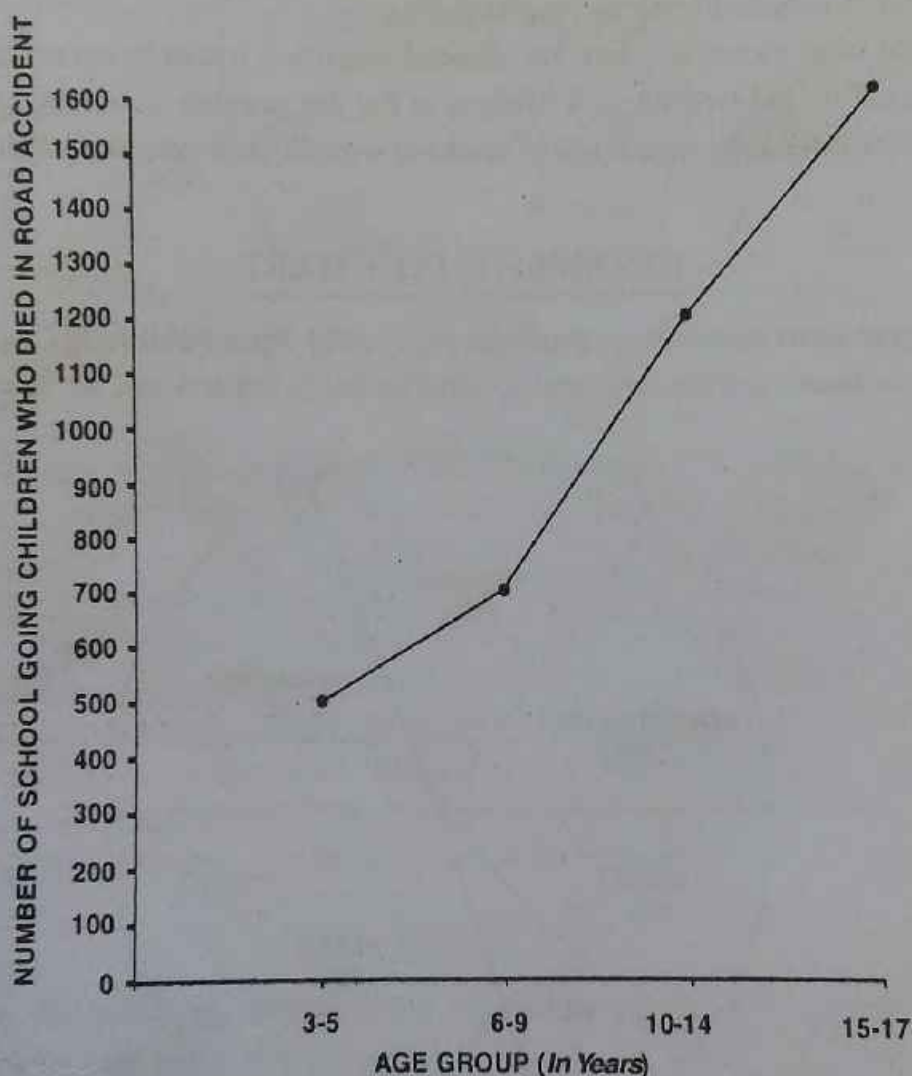
Conclusion. The above pie chart shows the expenditure incurred by Apex Publishing Company in bringing out a book.

It shows that the lion's share goes to arrange paper (35%) for publishing a book. In the building and royalty the expenditure incurred is 12% and 10% respectively. The second biggest expenditure share goes to printing section (24%) which is almost double of the building and royalty. In advertisement, the expenditure is 15% which is more than royalty and building. It reflects the importance of advertisement to increase the sale of the book and the attitude of the company towards the advertisement. The other expenditure incurred by copying is 47. Which is the lowest expenditure.

To conclude, the pie chart shows that the major expenditure incurred by the company in bringing out a book is on the paper and the printing. The expenditure on the advertisement is more than on the building and the royalty.

EXAMPLE 7. LINE GRAPH

Given below is the graph showing the number of school going children who died in a road accident in a particular year in a particular country. The age-groups of the children are given on X-axis. Make a report for the university lecturer around 100 words.



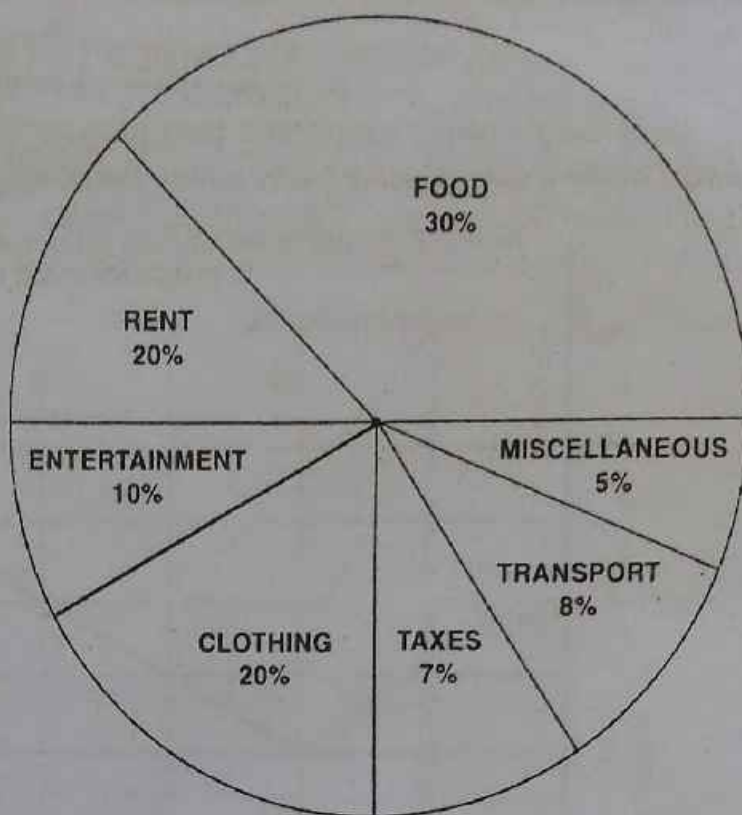
Conclusion. The above line graph shows the number of school going children who died in a road accident during 2012. The age groups of children are from 3 years to 17 years. The graph shows the age group of children from 15 years to 17 years are more negligent on road than others as the number of school going children died in road accident is 1600. Parents should not allow them to go on scooters without license or helmet. The age group of 6 to 9 years is 800 as they play negligently on streets. Parents have to take care of their children. Children of age group from 10 years to 14 use to drive cars and ride scooters, which is very risky.

EXAMPLE 8. PIE CHART

The following circle graph shows the expenditure distribution of Jones family. Critically analyse the pattern of expenditure of the family. Write around 100 words :

Conclusion. The above circle graph shows the expenditure distribution of Jones family on food, rent, entertainment, clothing, taxes, transport and miscellaneous expenses.

The graph shows that 30% of the expenditure is on food items. It is the maximum expenditure of Jones family. It reflects their attitude towards the eating habits. His family may be obese or may be interested in outside eating. Such as on restaurants, hotels etc. It also reflects the large size of Jones family. The expenditure on rent is 20%. It reflects that Jones family is not having its own house to live in. His family is paying a big amount for rented house. The expenditure on entertainment is 10%. It reflects the interest of the family in entertainment. The family pays more on entertainment rather than clothing and paying taxes. The family does not care more about its clothing. The family members may not be in professional jobs that is why they are not spending on clothing and paying taxes. The expenditure on transport is 8% which is just 2% less than that on entertainment. The family also spends on miscellaneous expenses upto 5%.



EXAMPLE 9. TABLE

The table below shows the voting pattern in five different constituencies. Write a report for a university lecturer around 100 words :

Constituency	No. of Voters (<i>in thousands</i>)	
	Registered	Voted
I	180	105
II	250	10
III	290	170
IV	320	200
V	200	110

Conclusion. The above table clearly shows the voting trends of five constituencies – I, II, III, IV and V. Constituency IV is at the top with maximum number of voters *i.e.* 320 and as regards the awareness and exercise of their right to vote, the same constituency has the maximum number of the people who cast their vote, *i.e.*, 200.

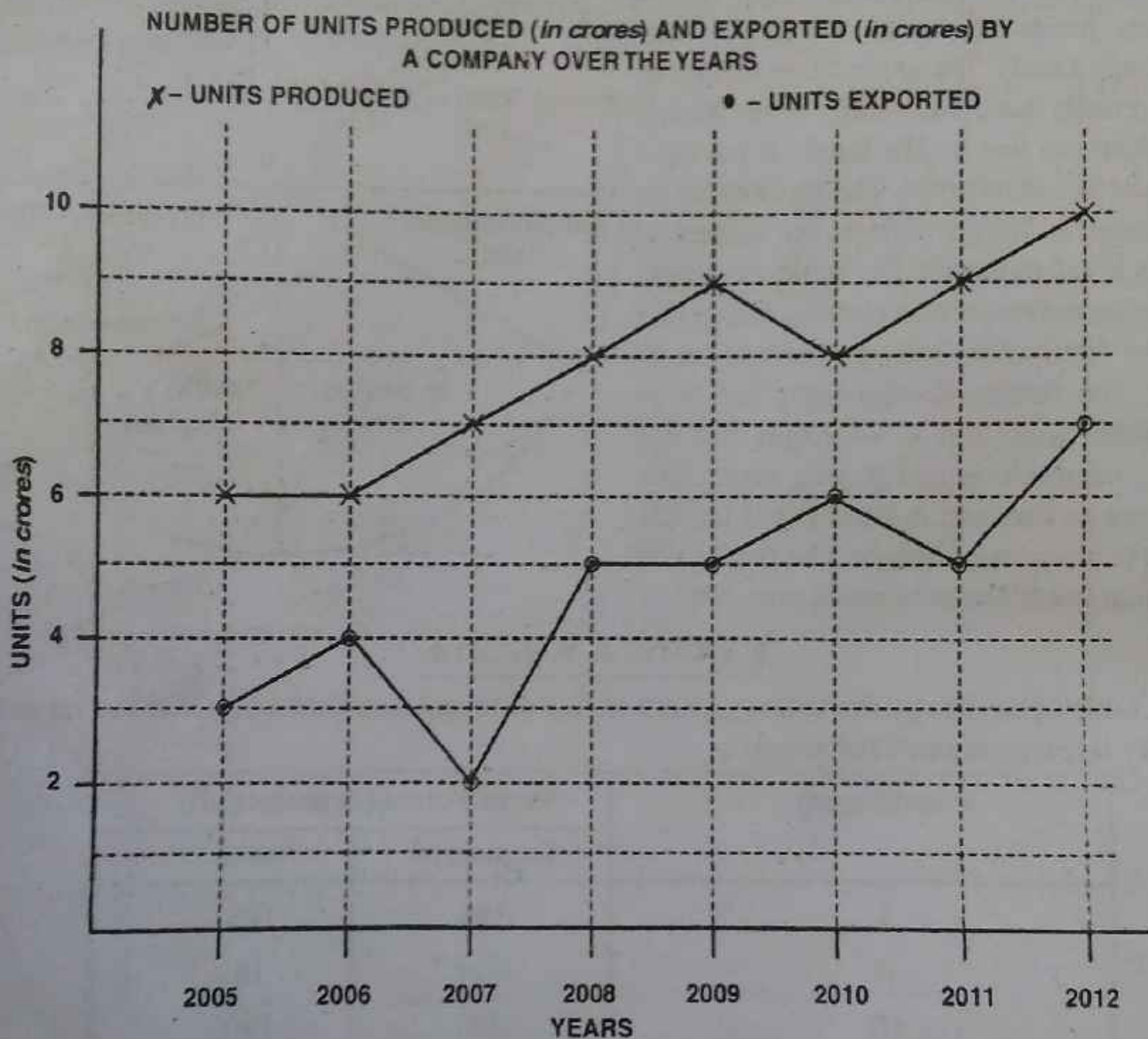
Constituency IV is immediately followed by constituency III but the number of votes cast is only 170.

Constituency II has a good number of registered votes, *i.e.* 250 but the number of these who really exercised their right to vote is only 150. At the fourth position is constituency No. V with 200 registered voters out of which only 110 has cast their votes. At the end we see the constituency I. Here the total number of registered voters is only 180 and the people who exercised their *sufferable* were only 105.

The table makes the trends of the voters clear most of the modern voters are not interested in exercising their right to vote.

EXAMPLE 10. LINE GRAPH

Study the following graph and then prepare a lecture for a university lecturer around 100 words. Make a comparative study where possible.



Conclusion. The above graph makes it very clear that the production of the company in the beginning i.e. 2005–2006 is stagnant at six crore units but then up to the year 2009, it has a meteoric rise and reaches 9 crore units. But during the years 2009–2010 it suffers a decline of 1 crore units but after that upto 2007, its increase is again sharp. It goes up to the maximum i.e. 10 crore units.

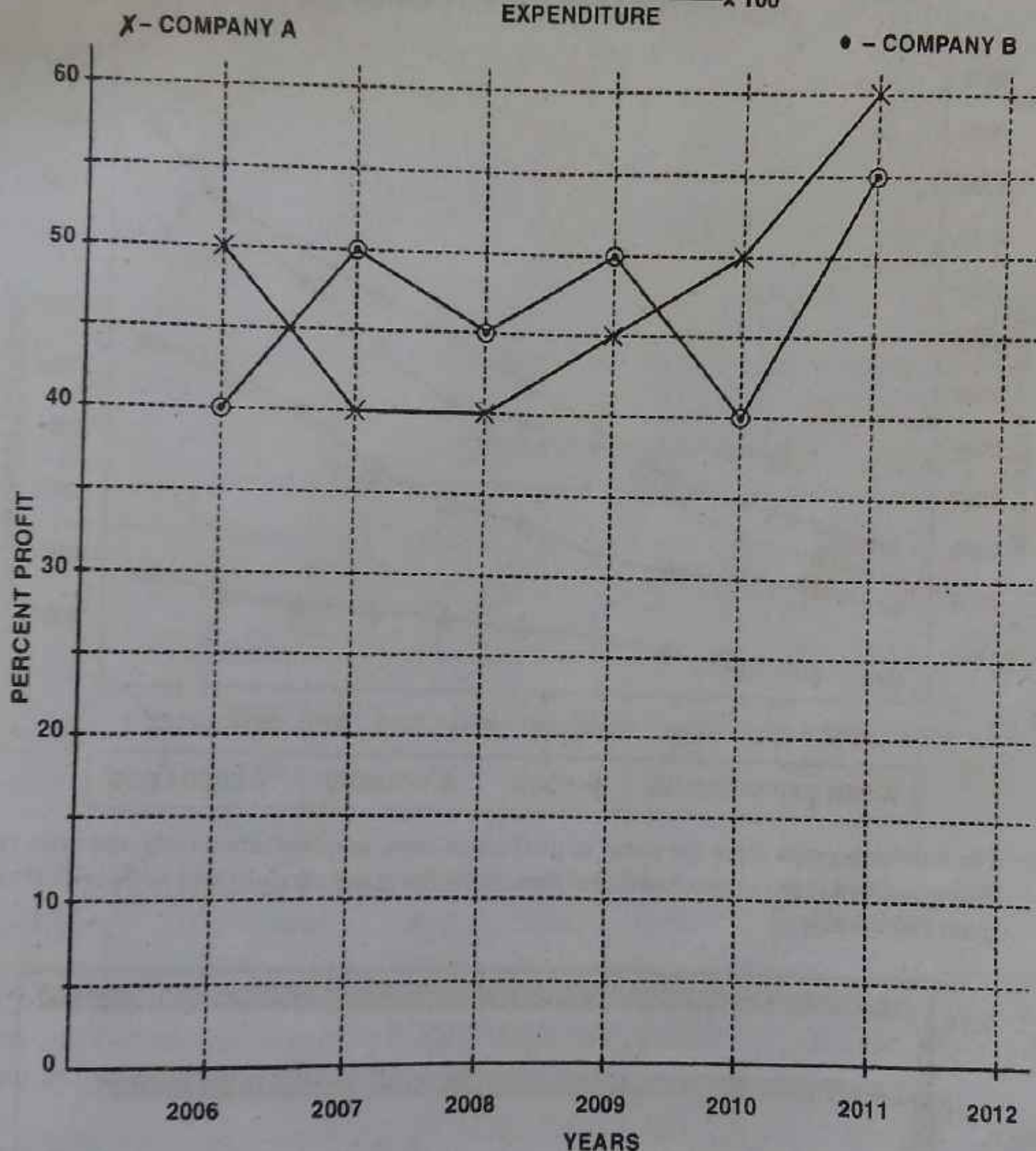
As regards the exports of the company, it has a zig-zag progress. In 2005 the company exported three crore units which rise to four crore units in 2006. Then there is a fall by two crore units in 2007. The company has a steep increase to five crore units from 2007–2008. Next year, the exports stand still at five crore units. During 2009–2010, company again registers an increase of one crore units. Again there is a fall of one crore units during 2010–2011. But during 2011–2012, the exports go up to seven crore units.

EXAMPLE 11. LINE GRAPH

The graph below shows the percentage profit earned by two companies A and B over the years. After reading the graph prepare a lecture for a university lecturer around 100 words

PERCENTAGE PROFIT EARNED BY TWO COMPANIES A AND B OVER THE YEARS

$$\% \text{PROFIT} = \frac{\text{INCOME} - \text{EXPENDITURE}}{\text{EXPENDITURE}} \times 100$$



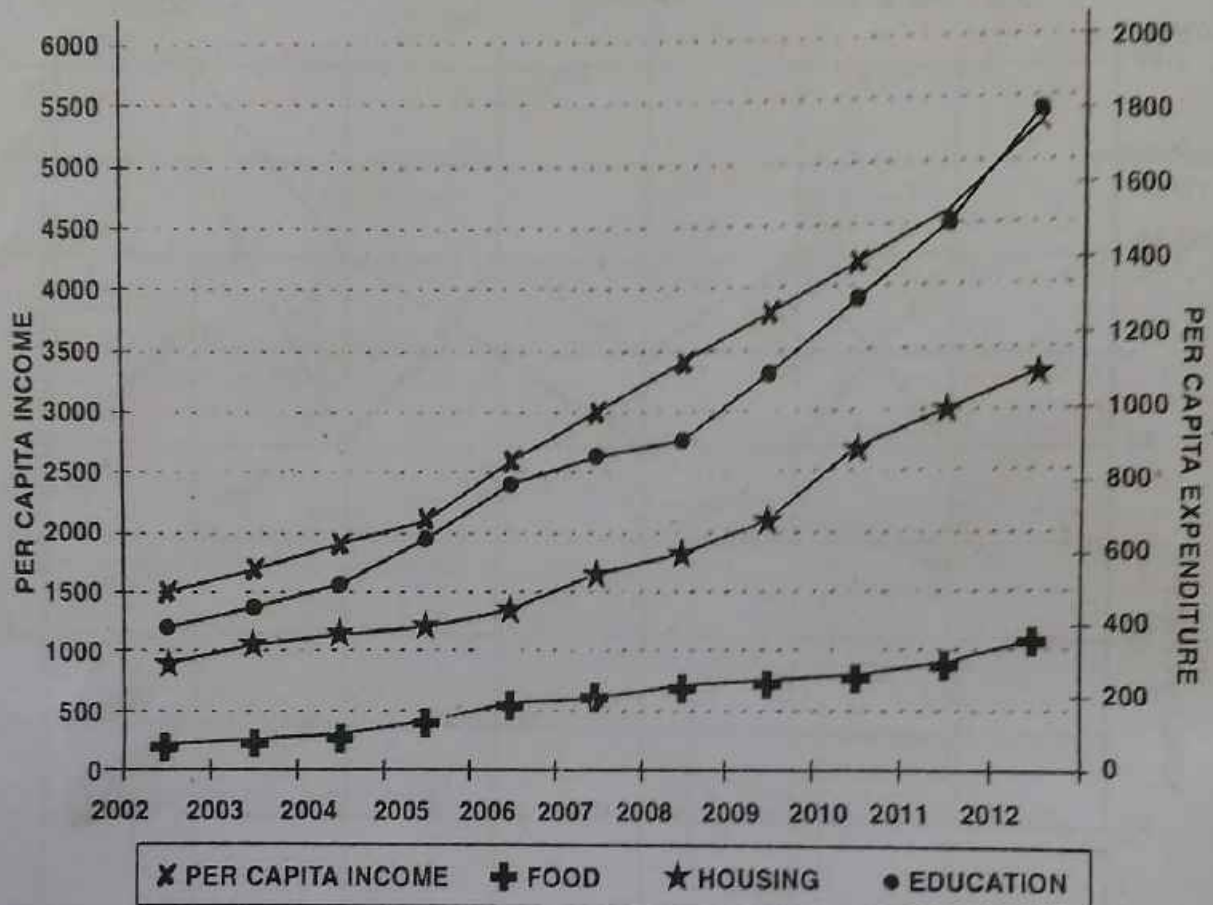
Conclusion. The above graph shows percentage profit earned by two companies A and B from 2006-2011. Company B earns 40% profit in 2006 which goes to 50% in 2007. The the company suffers a decline of 5% in 2008. Then again the profits of the company go back to 50% in 2009. During 2009-2010 the profits of the company slide down by 10%. In 2005 the company registers maximum %age of profits i.e. 55%.

As regard company A, its performance is quite impressive. The company starts with 50% profit in year 2006 then the profit of the company comes down to 40% in 2007 which remains constant even upto year 2008. After this the company never looks back. By the year 2010, the company regains its original profitability of 50% and shoots upto 60%, the highest in the year 2011.

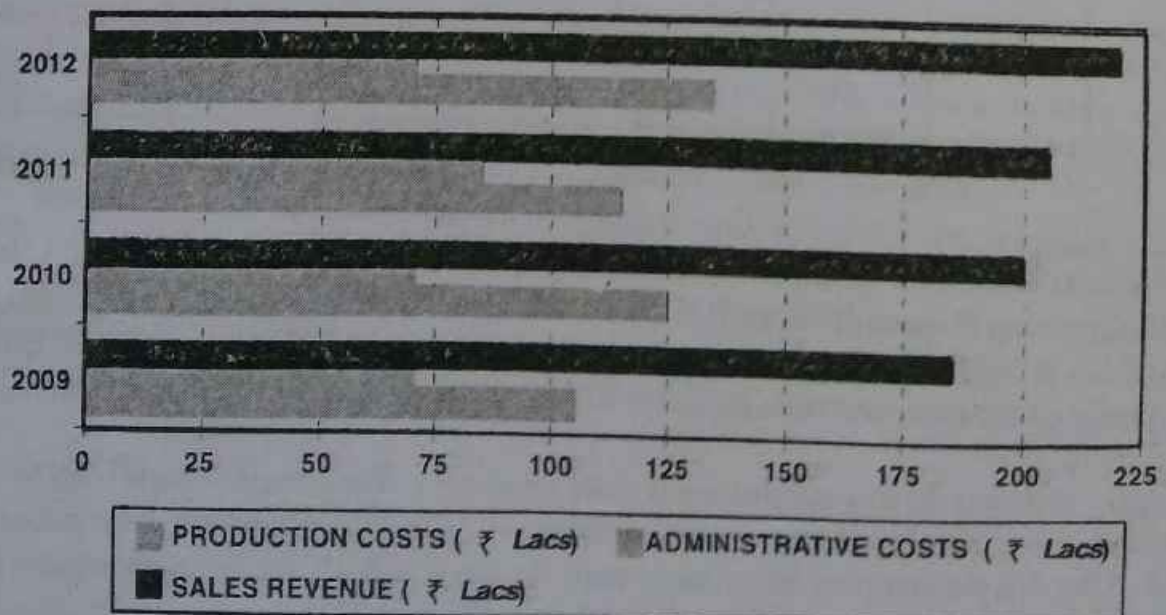
EXERCISE

- Q.1. The following graph gives per capita income and expenditure in ₹. Study the graph carefully and write critical summary and draw conclusions in about 100 words.

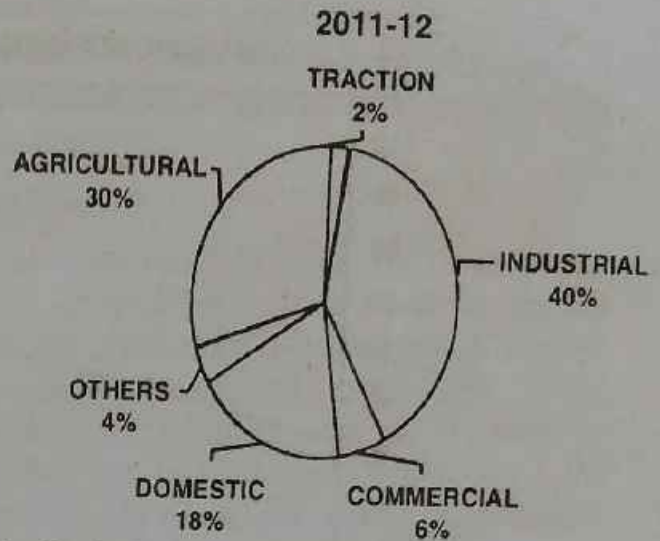
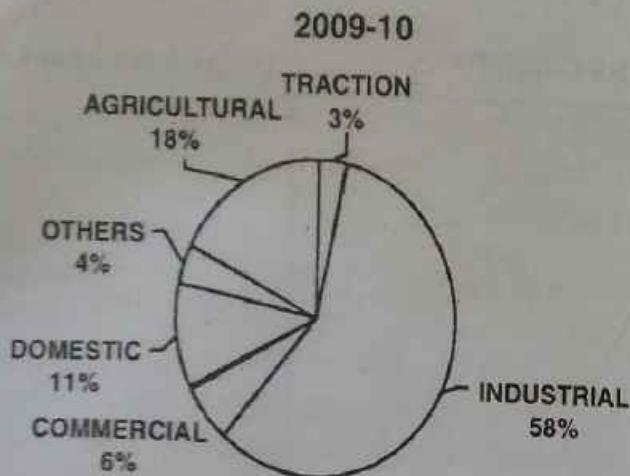
PER CAPITA INCOME AND EXPENDITURE (in ₹)



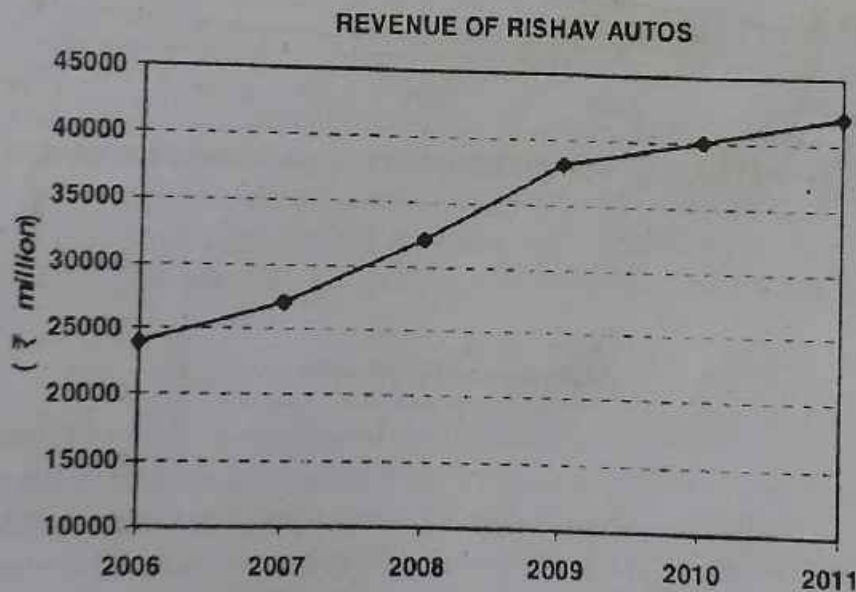
- Q.2. The following graph gives the detail of production costs, administration costs and sales revenue for fifteen hundred scooters over a period of time. Study the graph carefully and write critical summary in about 100 words.



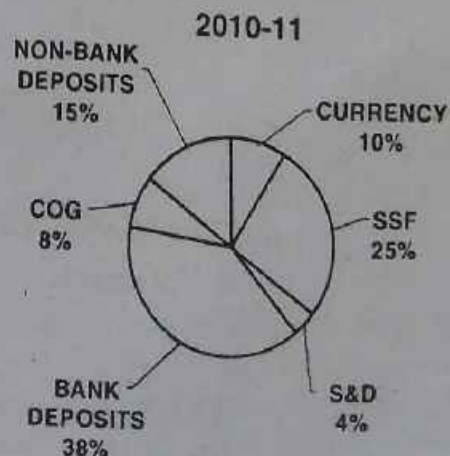
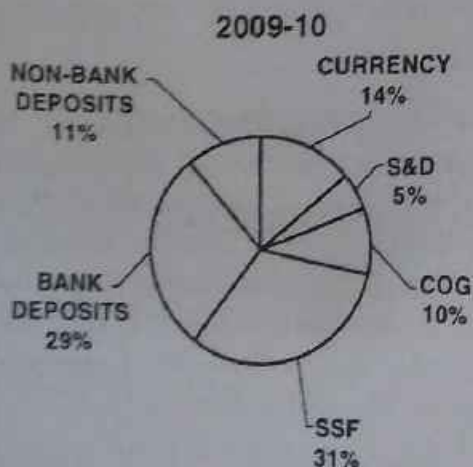
Q.3. The following pie-chart gives electricity consumption by sector. Study the graph carefully and draw conclusions.



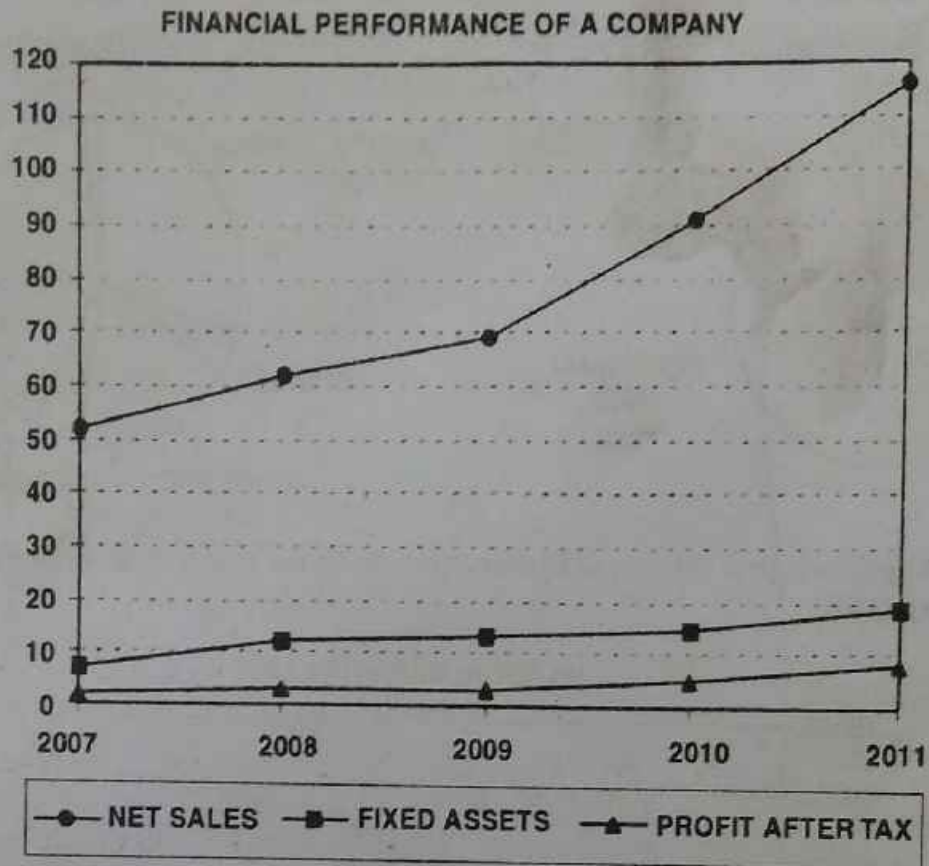
Q.4. The following graph gives revenue of Rishav Autos. Study the graph carefully and draw conclusions in about 100 words.



Q.5. The following pie-charts highlight the distribution of household savings amongst Indian households for the years 2009-10 and 2010-11. Social & Security Funds (SSF) moved up from ₹ 37,200 crore in 2009-10 to ₹ 40,000 crore in 2010-11. Study the graph carefully and write critical summary in about 100 words.



Q.6. The following graph shows financial performance of a company. Study the graph carefully and draw conclusions and write critical summary in about 100 words.



(c) BIO-SKETCH

(around 100 words)

Bio Sketch is a very short description of person's life, works, achievements and special qualities of character and personality. A Bio-Sketch highlights what makes that person special, the important things he/she has done and the difference he/she has made in a particular field.

1. MAHATMA GANDHI

Mahatma Gandhi is called the 'Father of the Nation'. He was born on 2nd October 1869 at Porbandar in Gujarat. He studied law and became a barrister in England. He went to S.Africa and protested against racial discrimination. He followed the policy of non-violence. He launched the first Satyagraha Campaign against the British Government in 1913. He edited two journals 'Navjivan' and 'Young India'. He led the Non-Co-operation Movement and campaigned for Swadeshi. He popularised the use of Khadi. He took out the historic Dandi March to protest against the Salt Act. In 1942, he launched Quit India Movement. As a result of his efforts, India became free in 1947. He was assassinated in the public on 30th January 1948.

2. RABINDRANATH TAGORE

Rabindranath Tagore was a writer, poet, novelist, short-story, painter and freedom-fighter. He was born on 7th May 1861 near Calcutta. At a very early age, he started composing verses. He became a renowned poet of his time. His book 'Gitanjali' won him the Nobel Prize in 1913. He had written and spoken about the problems of education system of his time. Tagore was awarded knighthood which he renounced in 1919 as a protest against the Jalianwala Bagh massacre. His paintings won him a place among India's famous artists. Tagore established a school at Shantiniketan in W. Bengal in 1901. It became the famous Visva Bharati University. He also composed the National Anthem 'Jana Gana Mana'. Tagore passed in 1941.

3. SWAMI VIVEKANANDA

Swami Vivekananda was a spiritual leader and social reformer of India. He was born in Calcutta on 12th January 1863. He completed his graduation from the Scottish Church College, Calcutta. He was the favourite disciple of Rama Krishna Paramahansa. Like his guru, he proclaimed the essential one of all religions. He condemned any narrowness in religious matters. He represented the Hindu Community at the World Parliament of Religions in 1893 at Chicago. He lectured on Vedanta in England and America. He preached universal brotherhood. He founded the Ramakrishna Mission in 1897. He wrote Jnana-Yoga, Bhakti-Yoga, Karma-Yoga and Raja-Yoga. He tried to abolish child marriage and illiteracy. His birthday is celebrated as National Youth Day in our country. He died at a young age of 39.

4. MOTHER TERESA

Mother Teresa is a legendary figure. She was revered as a saint during her days. She won the heart of one and all through her selfless service to mankind. She was born on 27th August 1910 in a Roman catholic family in Yugoslavia. She chose to work for the poor and the sick in Calcutta. With this mission in hand, she came to India in 1928. She founded the Missionaries of Charity in Calcutta. In 1957 her organisation began to work with lepers and orphans. She founded Mahatma Gandhi Leprosy Mission at Titagarh. She also founded 'Nirmol Hriday' and 'Shishu Bhavan'. Throughout her life, she cared for the destitute and dying. Her noble work gave her recognition all over the world. In 1962, she won the Magsaysay award. The government of India gave her the Padma Shri and Bharat Rattan. She also received the Nobel Peace Prize. She passed away in Calcutta in 1997.

5. RANI LAKSHMI BAI

Rani Lakshmi Bai was a courageous fighter of the First war of Independence, 1857. As a woman warrior she left a powerful impact on the minds of Indians. Lakshmi Bai was born on 16th November 1835 in Varanasi. She was married to Raja of Jhansi. In 1853, both her husband and her son died. Lakshmi Bai was not permitted to adopt a son. Her Jhansi was annexed with British empire under the 'Doctrine of Lapse'. 'Lakshmi Bai' refused to give in. She joined the Sepoy Mutiny of 1857. She escaped from Jhansi and joined Tantia Tope. She fought against the British forces bravely. She died as a martyr in the battlefield in 1858. Her heroic battle has become the subject of many folk songs and ballads of India. Her stories of courage still inspire the people of India.

6. ALFRED NOBEL

Alfred Nobel was a Swedish Chemist, engineer and innovator. He was born on 21st October 1833. When Alfred was 18, he went to the USA to study Chemistry for four years. He devoted himself to the study of explosives. He found out a safe way to handle nitroglycerine and named it dynamite. He also invented gelignite and ballistite. He patented them and left them to his companies. With Nobel's invention, a worldwide industry was established. Nobel's view of mankind and nations was pessimistic. He knew the misuse of dynamite for destructive purposes. Dynamite found many uses all over the world. He made a huge amount of money. He founded a trust and instituted five prizes. The interest earned on the money was to be distributed yearly among those who distinguished themselves in the field of Chemistry, Physics, Medicine, literature and peace. In 1969, the sixth Nobel Prize in Economics was instituted. The value of each prize is about 100000 Vs dollars. Today the Nobel Prize is considered the most highly regarded international award. Alfred died at the age of 63.

7. GURU NANAK DEV JI

Guru Nanak Ji is the founder of Sikh religion. He was born in 1469 A.D. at Talwandi near Lahore. The place is now called Nankana Sahib. In his childhood Guru Nanak was of a contemplative nature. His parents wanted him to do some business. Nanak devoted most of his time to meditation. At the age of 18 he was married. He got an appointment as a storekeeper to the chief of Sultanpur. He got a divine revelation during a dip in the Bein, a small river near Sultanpur. Nanak realised that humanity is one. All are the children of God. To propagate his religious views, Nanak travelled throughout India and abroad. Guru Punja Sahib has been built in his memory. Guru Nanak made four itineraries and composed his Shabads. The hymns are included in the holybook of the Sikhs called Guru Granth Sahib. Guru condemned the caste system. He was a strong advocate of the cause of women. He laid stress on Nam, Kirt and wand. He breathed his last in 1539.

8. C.V. RAMAN

C.V. Raman was a prominent personality of the 20th century. His contribution to science influenced the growth of science in India. His discovery of the Raman Effect was a landmark in the field of science. He was born on 7th November 1888 in Tamil Nadu. Raman was a brilliant student. He completed his M.Sc. in Physics from Presidency college, Madras. He worked as an Assistant Accountant General in the finance department of the government for ten years. He conducted experiments on the sounds of musical instruments like Veena, Tabla and Mridangam. He was appointed the Palit Professor of Physics at the university of Calcutta in 1917. He worked there till 1933. Raman took up the study of scattering light by molecules of sea water. He discovered that when light passes through a transparent material, some of the light changes its wavelength. In 1929, Raman received Knighthood. In 1930, he became the first Indian and the first Asian to win the Nobel Prize in Physics. He founded the 'Indian Journal of

Physics' and the 'Indian Academy of Sciences'. He carried out research on colours of flowers and on the physiology of vision. Raman died on 21st November 1970.

9. SHAHEED BHAGAT SINGH

Shaheed Bhagat is also remembered as Shaheed-e-Azam. He made a great impact on the youth during the freedom movement. Bhagat Singh was born on 18th September 1907 at Bange in Lyallpur now in Pakistan. His father and uncles were members of the Ghadar Party. When he was studying in ninth class, Bhagat Singh joined the Non-co-operation Movement. In 1923, Bhagat Singh joined the Secret Revolutionary Party. In 1925, Bhagat Singh started the militant youth organisation, the Naujawan Bharat Sabha in Punjab. Bhagat Singh wrote in the newspapers Arjun, Partap and a journal called Kirti, under a pen-name. Bhagat Singh along with his revolutionary friends, Sukhdev and Rajguru killed Saunders who was responsible for the police-attack on Lala Lajpat Rai. In 1929, he exploded bombs in the Central Legislative Assembly, Delhi. Bhagat Singh protested against the Public Safety Bill passed by the British Government. He along with his associates went on a hunger strike at Borstal Jail, Lahore, for 63 days. In July 1929, the Lahore conspiracy case began. On 23rd March 1931, Bhagat Singh was hanged along with Rajguru and Sukhdev. They happily kissed the noose chanting the slogan Inquilab Zindabad.

10. SUBHASH CHANDER BOSE

Subhash Chander Bose is one of the bravest sons of India. He was born in Cuttak (Orissa). In his boyhood, he came under the influence of Swami Vivekanand. It was the teaching of Vivekanand that produced in his mind a mystic idealism. He went to England and completed for ICS examination. He was successful in it. He was appointed Presidency Magistrate, Calcutta. The events of world war-I greatly influenced him. As he grew up into manhood in a slave, he wanted to do something for the country. He worked out his own technique of action. He was elected president of the Indian National Congress at the Tripuri Session. In 1939 he resigned from the Congress. He organised the Forward Bloc. He was arrested in 1940 under the defence India Rules but was released shortly afterwards. He was virtually under house-arrest. He escaped in 1941. He went to Berlin, then Tokyo and finally to Singapore in 1943. It was in Singapore that he organized Azad Hind Fauj. His patriotic soldiers of the INA fought bravely against British and American forces. Nothing can be said with certainty about his death. It is believed that he died in Japan in an air-crash.

EXERCISE

Write a bio-sketch of the following in about 100 words :

1. Munshi Prem Chand.
 2. Pandit Jawahar Lal Nehru
 3. Lala Lajpat Rai
 4. Raja Ram Mohan Rai
 5. Sardar Patel
 6. Abdul Kalam Azaad
 7. Dr. Rajendra Prasad
 8. Sarojini Naidu.
-

(d) E-MAIL WRITING

(around 120 words)

E-mail or Electronic mail stands for transmission of electronic messages between computers via a network. E-mail has become such a powerful mode of communication that virtually every business relies on it and it has become the most preferred method of communication for many people. It enables a person to send letters to his friends or counterparts in or out of the country at the cost of a local phone call. An e-mail is nothing more than a piece of text. Sending of an e-mail message just requires a simple attachment of this text to a special file, known as a mailbox.

Practical e-mail systems have only a few simple components. In order to reach a network area, all we need is a computer, a telephone and a modem with software. The e-mail sender first of all registers himself as a member with an e-mail provider and has an e-mail account. The e-mail sender thus becomes the e-mail client. At the other end is the e-mail server. This is a computer provided by an internet service provider. The server has a list of e-mail accounts. Each of these accounts has a text file where all the messages for that account are stored. The available e-mail providers world wide and in India are Rediff Mail.com, Yahoo.com, Mantra outline.com, Indiatime.com, Hotmail.com and many more.

To send an e-mail, a message is created and is sent to the server. This message is forwarded to the computer hosting the mailbox of the receiver by the server. In order to receive an e-mail, the user logs on to the e-mail server. The server in turn presents a set of message headers to the client. These headers inform the client as to who sent the message and when it was sent.

In India we follow the following procedure for sending an e-mail message :

Dial Videsh Sanchar Nigam Limited (VSNL), the Internet Service provider in India through your computer to get the internet connection. Therefore, click on the 'Dial Up' ICON.

The Dialog box will show up on the Desktop and you have to type the telephone number of VSNL, the ISP and click on CONNECT. You will hear that your modem is dialing the number and once the connection is made, the modem tone will alert you.

Log in is the next step. Once you are connected to VSNL, another Dialog box will appear. Now you log in your name and type the password. Once your name and password are verified, you will be connected to the internet.

This too is a progeny of computer technology. It facilitates the transmittal of messages through the use of computer storage, and computer inter-links, thus eliminating postal delays. The message is simply keyed into the system. The signals, converted into digital pulses, are stored in the computer's memory for retrieval. The message can be retrieved at the recipient's convenience. Thus, apart from being time-saving, electronic mail is a more convenient and unobtrusive method of sending a message as the sender can be sure of not disturbing the recipient. Even after the delivery of the message, it can be saved for further use.

In close inhouse communication, links are established either by the CPU of computer networks or internal workstations. In distant communication between offices at different locations an extensive network of microwave or satellite technology is used for the transmission of electronic mail.

Modern Forms of Verbal Communications

Written communication can be transmitted effectively with two proven technologies — Facsimile (Fax) and E-mail.

E-mail

E-mail refers to messages sent over computer and includes everything from casual notes to friends to multimedia presentations sent across the world.

Till 1970s, E-mail was called computer-based messaging system (CBMS). Western Union first registered the trademark "Electronic Mail" (E-mail) in 1974.

What is meant by E-mail ?

E-mail refers to communications transmitted through computers.

Electronic mail (E-mail) lets you send a message to a person without your making direct contact or knowing where that person is located. Subscribers to electronic mail services are called users, and as a user, you can access messages on your system from your home, office, hotel, or anywhere you happen to be.

Several basic components make up E-mail systems, including users, messages, senders and recipients, addresses, protocols, messaging transports, gateways, value-added networks and directory systems. Users are often people, but users can also be other computer application programs. A message is the actual information sent by one user to another. Part of the E-mail information included in a message is the addresses of both sender and receiver, which include their unique identification codes along with another identifier such as the E-mail system, the mailbox number or the organisation. Each E-mail system uses a protocol that describes the structure of the message, generally with a header of TO:, FROM:, and SUBJECT:, followed by the body, which may include text, images, graphics, video and audio.

The software that moves the message from one system to another is called the transport. If the message sent from one system must get to a user on another system, it must pass through a gateway to be delivered. A gateway is an application programme that translates between two protocols of different E-mail systems.

Advantages of Electronic Mail System

Following are the advantages of e-mail over other media of communication :

- (i) The messages can be sent instantaneously without any delay.
- (ii) The message reaches the mail-box of the receiver directly.
- (iii) Even if the recipient is not available, the e-mail can be delivered in his mail box. The recipient will be able to read it whenever he opens his mail-box.
- (iv) Message through e-mail can be sent to any part of the world and that too at the cost of local phone call.
- (v) One does not have to use paper for e-mail messages
- (vi) Coded digital signals can be sent in e-mail.
- (vii) Even larger documents can be sent through e-mail.

Uses of E-mail

The following are the main uses of E-mail :

(i) **Combines the Characteristics of Writing and Speaking.** E-mail combines some of the characteristics of writing and speaking. As a user, you have the urgency of communicating directly to your receiver along with the advantages of being able to compose and revise a written message. E-mail can save your time in printing, copying and distributing your message. You can use E-mail to send and receive faxes and telexes. You can reach groups as well as individuals and share files of data, spreadsheets, videos, music and anything else you can store on a computer. Computer programmers themselves can use E-mail to monitor such things as inventory levels and communicate to a person or another computer the required information.

(ii) **Useful in Personal Communications.** E-mail is also useful in your personal communications. You can communicate with friends and family anywhere in the world. And because many universities give free E-mail accounts to their students and employees, you can keep in touch with your friends without having to make an appointment for a telephone call.

(iii) **Informal Approach.** Writing conventions for E-mail are still developing but one characteristic appears to be a more informal approach. Most business people handle their own E-mail and because most of their messages are read only and not printed on paper, they tend to drop the formalities of traditional correspondence. Punctuation and capitalization can vary, with some people omitting all punctuation and capitalization except for periods at the end of sentences. The urgency and perceived informality of E-mail tempts many people into composing rambling messages.

Understanding How E-mail Works

(a) **To send an E-mail message, you do the following :**

- Log on. This means connecting to a computer network of E-mail programme. It requires the user's name and a password.
- Choose the receivers of your message. For this step, you need to know the E-mail address of your recipients.
- Compose the message.
- Instruct the programme to send the message.

(b) **To read your E-mail message, you do the following :**

- Log on.
- Look at a list of your new mail.
- Choose the message you want to read.
- Handle the current message by deleting, storing, printing, forwarding or replying.
- Continue to read your message.

What you see and the commands you use in sending and receiving messages is the front end of your E-mail system. The back end of the system consists of the message store; where received messages are kept before they are read, the transport agent, which determines how mail is moved from one mailbox to another and the directory agent, which contains the names of users and allows mail to be routed to the proper person.

In the beginning, each E-mail user had an individual mailbox. All messages were saved in that mailbox. However, the private mailbox system wasted a lot of space and so new ways were developed to handle messages. A modern E-mail package stores one copy of each message and sets up pointers that show to whom the message was sent. When a person has new mail, the pointer is active. Most E-mail programmes do not store message in individual files; they hold them in large data packages, which saves room and makes locating messages easier.

Effective E-mail message must :

- have clearly stated subject line
- place priority information in the beginning
- be brief without being rude
- use the right tone-formal/informal according to whom it is sent
- have simple vocabulary, uncomplicated sentences and short paragraphs
- use correct grammar and spelling to avoid confusion
- be courteous
- end with thanks/a line saying you look forward to hearing from the recipient
- have a signature which may include position held/ address/phone number

Effective E-mail must not :

- be too long
- be all in capital letters. This would be considered as 'shouting'. However, some words may be highlighted or capitalized.
- have very confidential or personal information that may fall into wrong hands and cause problems.
- be vague and have insufficient information
- be forwarded or circulated unsolicited
- carry attachments with viruses or malicious software in them.

Guidelines for writing E-mail Communications

As you write e-mail messages, keep these guidelines in mind :

1. Although an e-mail feels informal, it is not private, as a conversation might be. Your employer may legally check your message. And a message sent to one person can be printed out or forwarded to others without your knowledge or consent. Do not be indiscreet on e-mail.

2. All the principles of good business writing still apply with e-mail. Remember you - attitude and positive emphasis. Use reader benefits when they are appropriate. Use the pattern or organisation that fits the purpose of the message.

3. Because e-mail feels like talking, some writers give less attention to spelling, grammar and proof reading. Many e-mail programmes have spell checkers; use them. Check your message for grammatical correctness and be sure that you have included all the necessary information.

4. Reread and proof read your message before sending it out.

5. E-mail messages have to interest the reader in the subject line and first paragraph. If the message is longer than one screen, the first screen must interest the reader enough to make him or her continue. E-mail message to people who report directly to you are easy, because people will read anything from their supervisors. But writing to people who are not in a direct reporting relationship or to people outside your unit organisation takes more care.

Understanding the Internet

Internet is a large group of computer networks connecting individuals and groups to services and information throughout the world.

The Internet is a wide-ranging group of computer networks that connect government, the military, educational institutions, companies and individuals to a series and information throughout the world. E-mail on the Net can be either person to person or person to group. You may have access to the Internet through your workplace, a commercial provider or a free net.

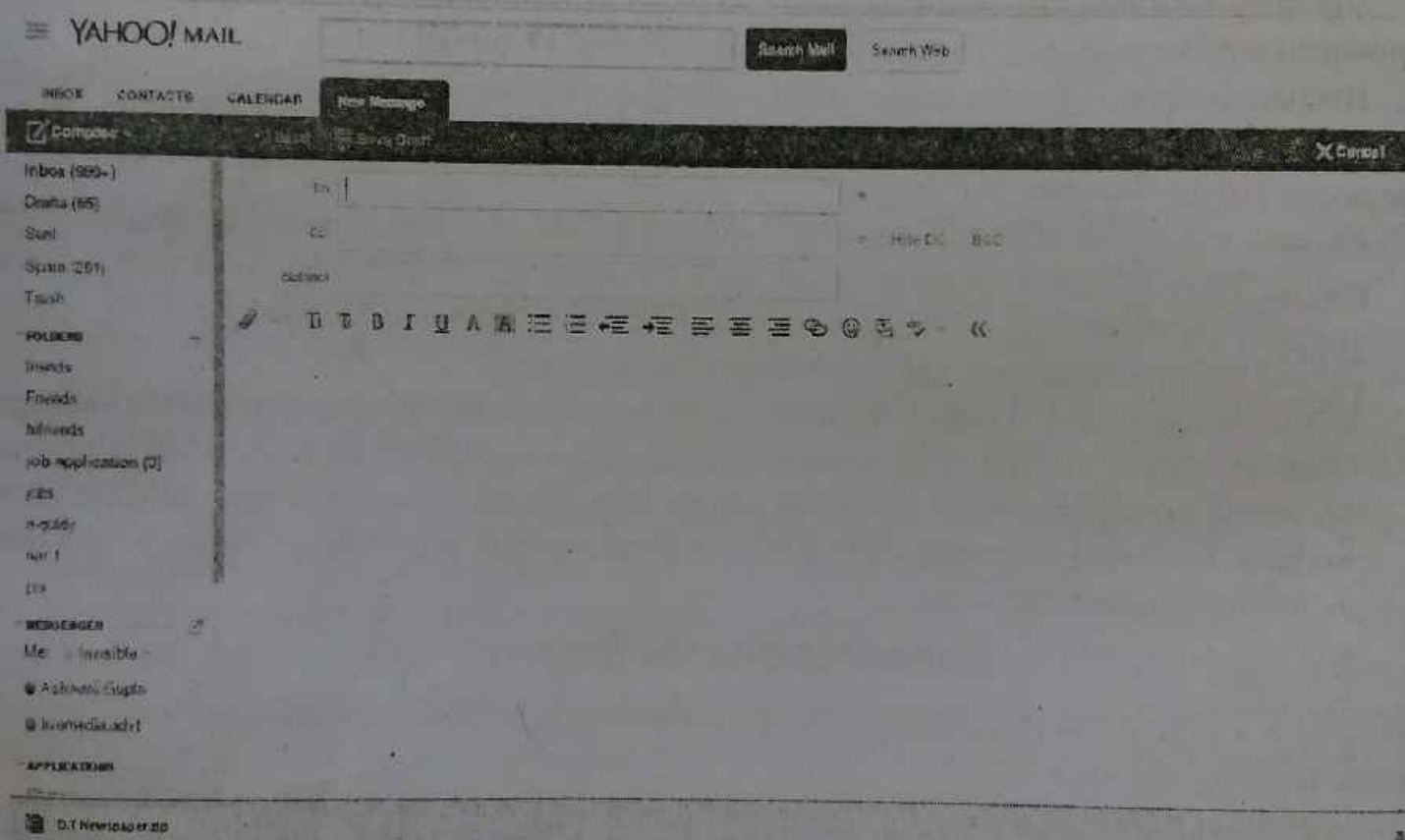
The Internet originally grew out of a network funded by the Defence Department in the 1960s for use in civilian research. Later, the National Science Foundation funded a new, high-speed network to provide communication between super computers. Most users have traditionally been academics, researchers and engineers, although with the growth in the types of information and services available, more and more businesses are getting on the "information super highway."

E-mail Etiquette

Because E-mail is fairly immediate and generally less formal than other forms of written communication, you may be tempted to relax the tone, organisation and content of your message. However, most of the advice applicable to your printed messages is relevant to your electronic messages. Remember the following :

1. Watch your tone. Because of the conversational aspect of E-mail and the fact that you are sitting in privacy, you may be tempted to be too casual. Your formality will depend on your relationship with your receiver.
2. Be concise. Long rambling messages are just as ineffective on E-mail as they are in print.
3. Send a message only if you have something important to say.
4. Forward the mail to the appropriate address if you receive a message that was not meant for you. You also alert the sender that the message was sent to the wrong address.
5. Be polite. Even when you are communicating with a group of users you have never met, you should not get involved in a "flame" war. "Flaming is an E-mail term meaning to insult, provoke, or comment too much about something that is irrelevant or tasteless.

Format of an E-mail



Attachment is for attaching files on computer to send them. Files may be documents, wallpapers, audio, video files.

(e) NEWSPAPER REPORT

(around 120 words)

A newspaper report is an authentic account of an incident or event. It is very precise and specific in detail and objective in style. It usually answers questions like what happened, where, when, how and what has been its impact or consequences. In case of an event it also includes information about participants, guests, details of items or programme and occasion.

Layout of a Newspaper Report

Headline or Title : Catchy and Brief

Byline : A Sub Headline/Name, rank, position etc. of the person writing the report.

Opening Paragraph : A brief mention of what happened where and how and most prominent consequence/effect along with the day, date and time when it took place.

Details : Paragraph 2 and 3 give details of events being reported. Eye witness accounts. In case of accidents, loss of life and property is listed, cause of the accident is concluded, police action and rescue operations, damage control exercise are detailed. Compensation and help announced by government are mentioned.

Conclusion. A remark as to how the event has impacted life and the people is made.

Types of Report :

There are many types of report and they are written according to their functional significance.

Following types are very common :

1. Oral Reports
2. Written Reports
3. Informal Reports
4. Formal Reports
5. Routine Reports
6. Special Reports
7. Technical Reports
8. General Reports

Characteristics of a Newspaper Report :

The characteristics of a newspaper report are as follows :

(1) **Orderly.** A report is prepared carefully and orderly. Thus, care in preparation distinguishes report from casual exchange of information.

(2) **Objective.** The objective quality of a report is its unbiased approach. Reports seek truth. They avoid human bias.

(3) **Communication.** The word "communication" has a broad meaning. It covers all means of transmitting message— speaking, writing, drawing, etc.

(4) **Factual Information.** The basic ingredient of a report is factual information. Factual information is based on events, records, data and the like.

Qualities of a Good Newspaper Report

All good reports have these qualities :

(1) **Accuracy :** The information is accurate.

(2) Good Judgement : The content shows good judgement and

(3) Reader Friendly Format Style

1. Accuracy : A good report must be accurate and state what is correct. To ensure accuracy (1) check the facts (2) reduce distortion (3) Describe the events in concrete terms (4) Report all the relevant facts (5) Put the facts in Perspective (6) Give plenty of evidence for your conclusions.

2. Achievement of Objectives: Report is prepared to achieve certain objectives.

3. Unbiased and Objective : Conclusions and suggestions of a good report should be objective and unbiased. It should be based on facts and not personal opinions. To make the report unbiased two main points must be kept in view : (1) It should include facts and only facts. (2) Conclusions should be supported by evidence.

4. Good Judgement : Another quality of a good business report is that it should be based on good judgement. It means that it should include only true facts and avoid incomplete and biased data. A good report contains five things :

(i) Main idea is presented at the beginning of the report.

(ii) The report includes only facts.

(iii) The report reveals the whole story.

(iv) Report is written in the language which the receiver can understand.

(v) The report teaches something new to the reader.

5. Complete and Convincing : A good report should be complete and convincing. It should include all available informations and conclusions. A complete report should incorporate its objectives, facts, conclusions and suggestions.

6. Relevance : Report should be relevant. It implies that the report should furnish facts relating to its objectives. Irrelevant facts render the report suspect.

7. Brief : Brevity is the key of a good report. Only important facts and figures should be provided. Besides being brief it should also be complete.

8. Reader's Friendly : Regardless of what type of report you are preparing try to keep the likes and dislikes of your readers in mind.

9. Friendly Format, Style and Organisation : Another quality of a good report is that its format, style and organisation should reflect the reader's needs. In making decision about the format, style and organisation of a report format.

Essentials of Report Writing :

1. Descriptive

2. Brevity

3. Concentration

4. Objectivity

5. Paragraphing

6. Authentic Data

7. Self-sufficient

Reports

A Report is concise, accurate and unbiased. All inferences depend on supportive evidence to help readers make an informed decision.

Short reports do not need detailed introductions, numerous transitions, abundant visuals, elaborate headings, involved appendixes, micro sub-divisions and excessive formality. Short reports therefore are often used in business communication; some are even sent via E-mail.

Short reports are presented in a letter or memorandum form.

Characteristics of a Report :

The following are the main characteristics of the report :

(1) **Letter or Memo** : The short report is presented in a letter or memo form.

(2) **Most common** : Short report forms are by far the most common in business. These are the everyday working reports—those used for the routine information reporting all that is vital to an organisation's communication.

(3) **Less introduction** : Most of the shorter, more informal reports require little (sometimes no) introductory material. These reports typically concern day-to-day problems. Their lives are short; that is, they are not likely to be kept on file for future readers.

Make a Newspaper Report on a One Day Cricket Match

EASY WIN FOR D.A.V. COLLEGE

A Show-Match of Cricket

Chandigarh 27 May (A special correspondent)

Last Sunday, a match was played between D.A.V. College Chandigarh and University Cricket Club. Lots of cricket lovers had come to witness the match. The cricket team of D.A.V. College won the toss and decided to bat first. The opener batsmen played very steadily and made eighty runs including four fours. The middle rung added a score of hundred runs. The tailenders could add only twenty-five runs. The team reached a total of 205 runs. After the break, the University Cricket Club started batting. Their opener batsmen were very skilful and experienced. They made a partnership of one hundred and five runs. They laid a good foundation for their team. It appeared that they would win the game easily. But the tables were turned. Their middle rung players clean bowled one after the other. They could hardly add thirty runs. Now all hopes were pinned on the tailenders. Luck did not seem to favour them. They added only twenty run. Thus they were all out for 155 run. D.A.V. College, Chandigarh Team was declared the winner of the match. The match was very lively and delight to watch.

The match looked evenly balanced in the beginning but it turned out to be a one-sided affair.

Write a report on An Extremely Cold Day in Winter for a Newspaper.

PEOPLE SHIVER AS WINTER ADVANCES

Poor people the worst sufferers

Adampur 11 January (Satpal Kumar)

It was a bitterly cold day yesterday. The morning was foggy. An icy wind was cutting like a knife. There was no trace of the sun in the sky. People preferred to stay indoors. The streets and markets were deserted. The temperature was minus 4 degree. While the rich made use of the room heaters and fire places, the poor shivered on the pavements. A poor beggar was frozen in the cold weather and died on the pavement. Many shelterless people moved to the waiting halls of the railway stations and bus stands. They had no warm clothes to protect themselves from the fury cold weather. They were the most

unfortunate people to face the inclemency of weather. They had no means to face the bitter cold. They only wished and prayed for sunny days.

The people should be cautious about cold winds.

Make a Newspaper Report on A Car Accident

ONE KILLED IN A CAR ACCIDENT

Wife injured and out of danger

Phagwara 14 April (Staff correspondent)

Last Tuesday, a car accident took place near Phagwara. It was a red Maruti car. It was coming fast and dashed against a tree. In fact, the driver had tried to avoid an accident with a speeding truck. The car turned turtle. There were only two persons in the car. It was a newly-wedded couple. The husband was at the wheel. He received a serious head injury and died within a few minutes. The wife was badly wounded, but she was out of danger. Soon there was a crowd of people at the spot. A police van soon arrived. The wounded lady was taken to hospital.

The accident was the result of rash driving by the truck driver.

Make a Newspaper Report on a Prize Distribution Function

PRIZE DISTRIBUTION FUNCTION

Education Minister presides

Nalagarh (H.P.) 9 February (Ramesh Kumar)

It was in February that the prize distribution function was held. The college gave a new look. The hall was decorated in the best possible manner. The Education Minister was the chief guest. He was received at the college gates. He was garlanded by the Chairman, Managing Committee, Principal and the Secretary Staff Council. He was given the guard of honour. Thereafter, the chief guest was escorted to the dais. The function started with the singing of a welcome song. The Principal read the annual report. The chief guest gave away the prizes. In his speech, he praised the Principal and the members of the staff for the progress made by the school. The Principal thanked the chief guest and the function came to a close.

The function ended on a holiday announcement.

Make a Newspaper Report about Catching A Pick Pocket

PICK-POCKET CAUGHT RED-HANDED

Money recovered

Shimla 4 October (Kapil Dev)

The Kalka Mail was coming from Shimla. It was a second class compartment. The compartment soon became overcrowded. The train stopped at a station and a young man entered the compartment. He sat by the side of a gentleman. The gentleman began to doze. The youngman took money out of the gentleman's pocket. He was evidently a pick-pocket. The passenger caught the pick-pocket by the wrist. Everybody became bold like a lion. Blows were rained on the pick-pocket. He was beaten black and blue. Money was recovered from him. He was handed over to the police at the next station.

The pick-pocket was handed over to the police.

Make a Newspaper Report on Foundation Stone Laying Ceremony**FOUNDATION STONE LAID****A Grant of ₹ 5,000/- announced**

Shimla April 17 (Staff Correspondent)

The foundation stone of the Youth Club was laid by the Chief Minister of the state. A large number of people attended the ceremony. The Chief Minister announced a grant of Rs. 5000 for the club. He exhorted the youth of the country to work for the unity and integrity of the nation. The Secretary of the Club thanked the Chief Minister. He assured that the youth will come up to the expectations of the people. They will spread the message of peace and good will.

This move of the govt. has been widely acclaimed.

Make a Newspaper Report on Life Without Water**WASTAGE OF WATER****Need to conserve water**

Kangra July 8 (Prem Rana)

Life without water is unthinkable. Water is the source of life. Every drop of water is precious. It is amrit. We should not waste it. We should make every effort to save a single drop of water. It has often been observed that people do not turn off the water taps at public places like railway stations, bus stops, offices and wayside dhabas. The water is allowed to go waste. Even in case of domestic use of water, there is no check. There is leakage of water taps. Again, showers are freely used. Toilets are used as ashtray. Steps are not taken to save water. The result is acute shortage of water in summer. Some area are deprived of water supply. Suitable steps should be taken to conserve water.

It is feared that water crises is likely to deepen.

Make a Report on A Scene of River in Flood for a Newspaper**RIVER IN FLOOD****Cause Havoc**

Hamirpur June 3 (Our press reporter)

The scene of river in flood is awe-inspiring. It looks terrible. Its fury can be seen in its power of destruction and devastation. It breaks all barriers and banks and flows freely in all directions. It destroys all that comes in its ways. It damages crops, huts and houses in nearby villages. It disrupts system of communication. Roads and railway track are damaged and traffic comes to a stop. The river in flood causes considerable loss to life and property. All efforts fail to stop a river in flood. Man proves to be helpless before the all pervading power of the river in flood. He becomes a silent spectator. The people in the villages fall an easy prey to the fury of nature. They are the main sufferers. The government should take suitable steps to check the menace of river in flood.

The Govt. is urged to take necessary steps to meet the calamity.

Make a Newspaper Report on An Exhibition**KHADI EXHIBITION****Readymade garments available**

Jalandhar 5 October (Prabhjot Singh)

The govt. of Punjab set up an exhibition in the Ramlila Maidan. Swadeshi was the slogan. So Khadi stalls were set up. It was on a Sunday that I got a chance to visit an exhibition. A few friends were with me. Different mills had set up their stalls. Khadi cloth of different types was for show and sale. There were readymade garments made of Khadi cloth. Ladies were interested in Saris. Readymade Khadi garments were available on cheap rates. They were cheaper than their stitching charges. We got a glimpse of India in patterns and designs of handloom and handicraft industry in villages. It was a rich and rewarding experience.

There was a heavy rush of people from village.

Make a Newspaper Report on A Book Fair**A BOOK FAIR****Discount available**

Delhi March 10 (M.L. Sekhri)

A book fair was held in the Pragati Maidan of Delhi. It was a spectacle to watch. A large number of publishing houses had set up their stalls and displayed their books on all subjects. There were books on a variety of subjects. Even small children were enthusiastic about books. They showed interest in story books. After having visited different stalls, the visitors were quite happy and satisfied.

It is hoped that the fair would draw a big crowd in the days to come.

Write a Newspaper Report on Rising Prices**RISING PRICES MAKE LIFE DIFFICULT****Onion missing from market**

Shimla April 4 (Shivraj)

The abnormal rise in the prices of almost all commodities of daily use has crushed every heart and broken every back. People are heard complaining against the soaring prices. This explosive situation poses a great threat to the very structure of our social, economic and political stability. This has led to great frustration and unrest among the masses. It is necessary to control the price level to safeguard the interest of the common man. In these days of ever rising prices the wolf is always at the door and the stresses and strains of keeping the kitchen fire burning are testing the limit of human endurance. The lower, middle and salaried classes have been hard hit by the runaway prices. Still worse is the lot of the common masses like the labourers, hawkers and rickshaw pullers, who cannot spend money according to their needs. The most baffling thing is that they cannot get certain things at any price.

The govt. must take immediate steps to ease the situation.

Write a Newspaper Report on A Fire in the Cloth Market

FIRE ENGULFS CLOTH MARKET

Situation under control

Dehradun May 27 (Raj Kumar)

Dehradun, May 27. A fire broke out in the local cloth market in the small hours of the morning. The fire-brigade reaches the spot within minutes. Fierce flames were rising. The firemen had a tough time in fighting the flames. After three hours the fire was brought under control. Three of the shops were completely gutted. The loss is estimated at fifty lakhs. Fortunately, there was no loss of life. The cause of the fire is yet unknown. The authorities have assured relief to the sufferers.

The cause of the fire is still unknown.

Write a report on A Magic Show for a Newspaper

A MAGIC SHOW

Rohtak January 5 (S. Ganguli)

Last month, Ching Phoongli, the famous magician, was in town for more than a week. Wall posters sang high praises of his magic feats. He gave his magic shows in the Jubilee Hall. There were huge crowds at every show. There were long queues at the booking windows. All were eager and excited. School boys and college students talked of the wonderful feats of the magician. Rickshaw-pullers and college teachers were equally excited. There were long rows of cycles, scooters and cars. Police constables were on duty. But it seemed difficult to control the surging crowds. The magician had created a sensation in the town.

It is believed that the show was really out of the common.

Make a Newspaper Report on A Street Scene Or A Street Quarrel

A STREET BRAWL

One Injured

Nagrota March 20 (Staff reporter)

Landlords and tenants often quarrel and even go to the court. The other day, there happened a quarrel in Rana street. Ram Lal was the landlord and Sham Lal was the tenant. Both of them were shouting aloud. They were cursing, abusing and threatening each other. The landlord wanted to raise the rent. The tenant would not pay a penny more. The landlord threatened to throw out the tenant's belongings. After exchanging hot words they came to blows. Sham Lal's shirt was torn to shreds. There were broken heads and bleeding noses. Soon the police arrived on the scene. Both the landlord and the tenant were taken to the police station.

The people must desist from taking law in their hands.

Make a Newspaper Report on A Circus Show**A CIRCUS SHOW****Three Shows Daily**

Ludhiana May 10 (Radha Raman)

Last night a circus show was held near open market. The show started at 4:00 p.m. The first item was the spectacle of elephants. The elephants offered flowers and water, rang a bell and blew a conch. The spectators were spell-bound. The jokers delighted the spectators with their pranks. The acrobatics on the swings were quite interesting. The most daring scene was the riding of motor-cycles in a globe. The motor-cycles were crossing one another within a radius of thirty feet. Then the lions were brought. They passed through a circle of fire. It was fascinating. The spectators continued to applaud the artists who showed almost impossible feats. The show came to an end at 7:00 p.m.

The show had several new features.

Write a Newspaper Report on a An NSS Camp in a College**AN NSS CAMP HELD****300 attended**

Amritsar March 8 (Ajit Kumar)

These days every college has the unit of NSS Camp. It has played a positive role in making the young students responsible and confident of handling any kind of job in their lives. There is an NSS Camp in my college. Prof. S. M. Khanna is the Incharge of this camp. There are 300 students on the list of this camp. Prof. Khanna is a very seasoned and intelligent teacher. He arranges 5-6 NSS camps every year. Some are held in villages and some are held in the college itself. The objective of these NSS camps is to train the students in every walk of life. They are made to do the job of cleanliness, making approach roads, teaching the adults in a village and extending help in the construction work. One such camp was held in my college. It was a blood donation camp. Teachers and students donated blood liberally. The Principal of the college was the first man to donate his blood. It was very successful.

The camp ended with a typically Himachali dance.

EXERCISE

1. Write a newspaper report on A College Annual Function.
2. Write a newspaper report on A Fire in a Building.
3. Write a newspaper report on An Earthquake in the Region.
4. Write a newspaper report on An Extremely hot day in Summer.
5. Write a newspaper report on A Hockey Match.

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